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ABSTRACT

This document represents a follow-up study of college seniors who graduated in the spring of 1972. The first stage of the research dealt with the career related aspirations, expectations, and apprehensions of 1,858 American college seniors of the class of 1972. This document, which is the second stage of the study, is based on data obtained from this group one year after college graduation. The major purpose of the follow-up study is to identify the fit between career-related expectations and career-related outcomes one year after college graduation. The document begins with a discussion and review of the first study. Then chapters describe: (1) the procedures utilized in the development of the follow-up questionnaire, the process utilized in efforts to reach the respondents, the results of these efforts, and data dealing with the representativeness of the follow-up sample; (2) the marital, geographic, and career-related attitudes of graduates; (3) respondents who entered the full-time employment market after graduation, the process by which college graduates seek employment, and general attitudes toward current and future work settings; (4) experiences and attitudes of those who have pursued graduate and professional school involvements, noting how variables such as sex and field of study relate to variation in graduate school experiences and attitudes; and (5) differences and similarities between three groups using sex, socioeconomic status, and field of study as variables in explaining differences in post-college activities. (Author/KE)

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Study report:

YOUTH AND THE MEANING OF WORK
PART II

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YOUTH AND THE MEANING OF WORK

Part II

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1974

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INTRODUCTION

This report represents a follow-up study of college seniors who graduated in the Spring of 1972. The first stage of the research dealt with the career related aspirations, expectations, and apprehensions of 1858 American college seniors of the classes of 1972. The second stage of the study is based upon data obtained from this group one year following college graduation--the Spring of 1973.

The major purpose of the follow-up study is to identify the fit between career related expectations and career related outcomes one year after college graduation.

In order to provide the reader with a feeling for the senior year attitudes of our sample as well as with the overall outcomes of the first stage, we begin with a discussion and review of that study. The materials presented in this review are taken from the: U.S. Department of Labor, Manpower Monograph, #32 entitled, Youth and The Meaning of Work, published in 1974.

The Methodology Chapter (Chapter I) describes the procedures utilized in the development of the follow-up questionnaire; the processes utilized in our efforts to reach the respondents; the results of these efforts; and data dealing with the representativeness of the follow-up sample.

Chapter II (The Respondents: Where They Are One Year Later) focuses upon the marital, geographical, and career status of the respondents one year following college graduation. In addition, data will be provided showing patterns of change in political, religious, and career related attitudes.

Chapter III (The Respondents: Those Who Were Employed Full-Time) concentrates specifically upon those respondents who entered the full-time employment market after college graduation.

Chapter III identifies the processes by which college graduates seek out employment; resources utilized and how these job identification and job securing resources are assessed by respondents; success and failure in securing field related employment; evaluation of job satisfaction; and general attitudes toward current and future work settings.

Chapter IV (The Respondents: Those Who Went to Graduate School) describes in detail the experiences and attitudes of those who have pursued graduate and professional school involvements. The analysis in Chapter IV notes how variables such as sex and field of study are associated with variations in graduate school experiences and attitudes.

The chapter titled: The Respondents: A Comparison of Graduate Students, The Full-Time Employed, and Others (Chapter V) points out differences and similarities between the three groups. Variables such as sex, socioeconomic status, field of study are all critical variables in explaining differences in post-college career activities. This chapter also notes how differential experiences of these groups are associated with variations in post-college attitudes and values.

A summary of the conclusions of this research as well as the implications for policy and programs are presented in the final chapter - Chapter VI.

REVIEW OF FINDINGS OF THE FIRST STUDY

Highlights

In the Spring of 1972 prior to college graduation, 1858 graduating college seniors from five colleges and universities in Pennsylvania were surveyed. The findings of this research were published in the report Youth and the Meaning of Work.[1]

Before presenting the findings of the follow-up study conducted approximately one year later, we intend here to review the findings of the first study.

The data collected in the first study, the variables analyzed, the points raised, and the conclusions drawn are too many and far too complex to summarize in detail. Rather, this section attempts to provide a feeling for and a sense of the data obtained from the graduating classes of 1972. The sample is sufficiently representative to make tentative generalizations; at the same time, methodological considerations dictate caution in making such generalizations.

The graduating classes of 1972 represent a highly selective population. Not a monolith, this group exhibits some significant differences, which appear to be related to the respondent's sex, socioeconomic status, and ethnic-religious orientation.

Sex is very closely associated with the schools students attend, the fields of study they enter, and the careers they anticipate. Women, despite the growing rhetoric of liberation and occupational mobility, are highly concentrated in a limited number of fields, most of which are regarded as women's work: school teachers, social workers, guidance counselors, nurses, and health profession technicians. Men are much more likely to anticipate immediate post-college full-time employment. Women expect to receive lower salaries than do men, even though their formal educational credentials and expected jobs are in more than a few cases similar to those of men.

Students of lower socioeconomic status are most likely to end up in college with the fewest academic offerings; they are most likely to enter fields which offer terminal baccalaureate degrees; and they are least likely to report post-college enrollment in professional or graduate schools. As a result, although these students do complete college, their access to higher status occupations and higher salaries is not equal to that of more affluent students.

Those students who see themselves as having no religious identification generally stand in greatest contrast to all other students in attitudes, values, and expectations. The students with no religion are more likely than others to see themselves as alienated or hostile. They are least accepting of the traditional work ethic and of the belief that work builds character or makes you a better person. They tend to be least certain of what they want to do with their lives, and they express the greatest dissatisfaction with their college experiences. Even among those who report a current religious affiliation, however, there are interesting and significant variations. These differences are not washed by controlling socioeconomic status. In many cases, the differences between socioeconomic groups are not as great as those between students of different ethnic-religious orientations but similar socioeconomic backgrounds.

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[1] Copies of the first report, Youth and the Meaning of Work, may be obtained from the National Technical Information Service, 5825 Port Royal Road, Springfield, Va. 22151. Specify accession No. PB 217360.

In work attitudes and perceptions of the most salient characteristics of work, students see themselves as being quite different from their parents. Two significant and striking differences emerge when students are asked to compare their work needs with those of their fathers. Students see themselves as being far less concerned than their fathers with earnings and security and much more concerned with the nature and purpose of the work. Students stress the more altruistic and intrinsic aspects of the job. They seek interesting work which will be useful to society and of benefit to others, will allow them to express individuality, and will enhance individual growth.

An analysis of the reflections and evaluations of the students suggest that most have generally favorable attitudes toward their college experience. Most, if they had to do it all again, would attend the same institution; less than 5 percent would chose not to attend college at all; and about 15 percent would not attend the institution from which they are graduating. More than a third would attend college but change their social experiences; about a fifth would change their academic major; and about a fourth would do it all the same way again. Many students feel their expectations or aspirations as to general intellectual and cognitive growth were fulfilled but those concerning job-skill training and self-development were not.

Analysis of the data and of the many personal interviews held with college seniors leads to anticipating a resurgence of family-centered life in American society. The surface form may well look no different from that which is now regarded as representative of the American middle class; the contrast will be found in the more private and less visible aspects of families. It appears that there will be greater emphasis upon the equality, rights, and individual needs of family members regardless of age or sex. There also may be more open relationships and willingness to deal with the many problems which arise when people live in constant and close proximity to one another.

It is concluded, then, that this generation of college seniors does not expect to neglect the problems of others or the problems of the society. At the same time, however, the first priority will be to one's self, one's family, and one's closest associates. This emphasis upon self and a small group of others is not the product of self-indulgence, denial of the needs of others, or the single-minded pursuit of affluence; rather, it represents what many people, particularly young people, see as the only effective and efficient way of retaining a feeling of self-worth, self-determination, and self-fulfillment in our society. The extent to which this turning inward reflects apathy, defeat, or perhaps personal indifference is impossible to ascertain.

A summary of the work-related data leads with the observation that the vast majority of the students express favorable attitudes toward work. Many have serious doubts about the quality and uniqueness of their job skills, and many feel that they have not been adequately prepared for the contemporary work market.

Despite expressed concerns about the current job market, most students assume that they will eventually find employment which will provide them with a reasonable income.

There appears to be an emerging work ethic which places a much greater demand upon work. The expectation is that work can and should be of greater significance to the individual and of greater value to the society. The higher and different expectations for the content and form of work probably signal a change in the expected fit between work and other life activities. Work, for many of these seniors, is not seen as an activity which should be separate or isolated from one's family or private life. Most students anticipate that family adjustments will be necessitated by work involvements. Work is viewed as being an integral part of one's total life. Again, work is not considered to be a means to an end, but rather as a potential source for enhancing self-sufficiency and family relationships. At the same time, work and career needs are not expected to take priority over family relationships. Occupational mobility will be sacrificed if it must come at the expense of family needs and desires.

In conclusion, it appears that the classes of 1972 hold a positive and fairly enthusiastic attitude toward work. Despite some apprehensions and self-doubts about the future, they are ready to begin work and pursue career goals. They hold high expectations for both work and their private lives. How realistic they are in their expectations and how successful they will be in achieving them remain open questions.

Some implications of these findings are considered in the concluding section of this overview of the first study.

The Classes of 1972 - A Profile

The purpose of this section is to sketch an overall picture of who the students are and what they are like.

The sample is made up of approximately equal numbers of students at each of the five Pennsylvania colleges except one rural State school, which had a small graduating class. Men and women are fairly equally represented in the overall sample. Over four-fifths of the students are either 21 or 22 years of age; only 5 percent are younger and about 12 percent are older. In contrast, only 65 percent of the seniors in a 1961 study were either 21 or 22; a full 30 percent were older. 1/ The racial makeup of the sample is nearly 90 percent white, with virtually all of the others being black. Most of the graduates (86 percent) plan to stay single until at least the fall of 1972. Six percent are already married and have children.

A comparison of the academic fields of respondents in the present and the 1961 study showed relatively few differences, and these few can be attributed to certain demographic differences in the samples.

1/ A national study of graduating college seniors--Great Aspirations--was conducted by Dr. James A. Davis for the National Opinion Research Center in 1961. Where appropriate and feasible, comparisons were made between the 1961 NORC sample and the respondents in the current study.

Using a procedure very similar to that employed in the earlier study, the researchers developed an index of socioeconomic status (SES) by combining three variables--parents' income, father's education, and father's occupation--in such a way that four distinct SES categories were created. The income of the students' parents clearly centers on the $10,000- to $15,000 - category. This is a rise in median income from the 1961 study, attributable primarily to economic inflation over the past decade. Neither father's occupation nor his education differed appreciably from the earlier study.

Although not included in the SES index, religious preference and ethnicity were, in many cases, important predictor variables. While the 1961 study reported that at graduation 85 percent of the senior respondents still preferred the religion in which they were brought up, the present study shows that only 68 percent indicate a consistent religious preference.

The school attended by a respondent is strongly related to his field of study. It is far from clear, however, whether a student chooses a school to suit his field of study, chooses his field of study as the best of the alternatives presented at his school, or decides on his field of study for reasons related to such factors as SES and personality. It does seem clear, however, that the choice of a school is at least partially determined by the students' socioeconomic status, either directly or indirectly.

The self-reported work attitudes of the respondents appear to offer some encouraging data about how college seniors perceive the world of work. Relevancy and personal involvement in work seem to be the number one concern of the respondents (four of the top six items deal with these issues). Over 85 percent of the students respond positively to the statement "I like to work;" yet, in contrast, only half feel that "most people like to work." However, only 1 out of 5 feels that "my career will be the most important thing in my life." Even fewer agree that "work is nothing more than a way of making a living." Material gain as a primary goal in life is highly disdained. College seniors evidently feel that work is a very important dimension of life, offering them an opportunity to contribute their talents to others through activities which are meaningful and exciting to them. Nevertheless, it is not, in general, the most important dimension of their lives. Perhaps their priorities are such that private considerations would override the importance of work, as evidenced by the high positive response rate (over 80 percent) to the following statements: "My private life will not be sacrificed to make more money;" "I would not work for an organization that carried out policies I think are wrong;" and "The kind of work I do matters more than whether I do it for government, business, a university, or an independent organization."

SES and work attitude comparisons show very little direct relationship. Religious preference, however, is strongly related to work attitude. The two factors labeled "success oriented through hard work" and "I like to work" are very positively related to being Protestant, somewhat positively related to being Roman Catholic, somewhat negatively related to being a man of the Jewish faith, and highly negatively related to having no religious preference. Apparently, Protestants are still the most likely to hold the traditional work ethic, with Roman Catholics not too far behind. Besides being not nearly as work oriented as the other groups, those with no religious preference are by far the most likely to exhibit concerns over whether their jobs will be boring and uncreative and are evidently worried about their job settings. There are several other interesting variations in work attitudes among some of the religious groups. Roman Catholic and Protestant women indicate the least concern about the factor labeled "worried about job setting." The attitude of the latter is probably best explained by the relatively large number of education majors who are Protestants. An explanation for the former variation is somewhat more of a puzzlement. Roman Catholic women are the only group to score positively on the factor labeled "job is not a way of life--just a way to earn money."

What They Believe

This section describes the attitudes, values, and perceptions of the students about a variety of issues, including desirable and undesirable characteristics of work and commitment to social change, and compares their attitudes with those of their fathers.

Although "work" undoubtedly has different meanings for different students, most agree that they do, to some degree, like to work. There is little variation among students of different SES backgrounds. Women are somewhat more likely than men to agree strongly with the statement that "I like to work."

Data on the relationship between work and other aspects of life make clear that, while most of the students are eager to begin and become involved in their careers, they do not place their careers above their desire to achieve and maintain strong family relationships. Work and careers are seen as more than a means to an end. What a person does in his work, the policies of the organization for which he works, the direct consequences of his work, and the impact of his work upon his private life are all critical issues for these young people. Most graduating seniors see work as an integral part, but not the most salient factor, of their lives.

As would be anticipated, men more often regard work as a central and salient part of life, but the difference is less than would be expected, given the continuous cultural and societal emphasis upon the man as the breadwinner and provider. Differences between men and women are minimal in their responses to the statement that "my private life will not be sacrificed to make more money": 89 percent of the women and 82 percent of the men agree. While SES differences are not substantial, more of both the men and the women of higher SES backgrounds agree with this statement.

Other responses to the questionnaire and personal interviews with students show that many of the seniors are uncertain as to what occupational success means. Clearly, monetary reward alone or the social prestige associated with a particular occupational role is not a primary criterion of success. A successful occupation tends to be seen as one in which the individual is able to satisfy a variety of personal needs while at the same time contributing something of value to society.

A large majority (91 percent of the women and 83 percent of the men) agree with the statement that "I assume I will have a good income; I'm more concerned with finding a job where I will do relevant things." Salary expectations are generally lower for women than for men, and men regard money as more important, probably because they are more likely to see themselves as the primary source of family earnings. Women hold more altruistic help-oriented values than do men.

Regardless of the sex differences, the vast majority of these college seniors seek careers which will enable them to perform individually and socially relevant functions.

What do students see as the least and most desirable characteristics of work? Both men and women tend to place less emphasis on the importance of money, social status, teamwork, and opportunities to exercise leadership. The need for freedom from supervision in one's work also is not stressed. There is, however, a relatively strong desire for career security and stability. The ideal work situation is seen as one in which a person can engage in helpful and socially relevant activities while at the same time utilizing his special skills and abilities. Finally, respondents say they are concerned with finding work which offers opportunities for learning and advancement.

A similar sex consensus pattern is observed in the work characteristics which graduating seniors consider least important. Concern over the prestige and status attributed to a career is of least importance for the entire sample. The greatest discrepancy between men and women is 5 percent. Eighteen percent of the women--compared with 13 percent of the men--are least concerned about making a lot of money; and, as noted, women expect lower earnings than men. Men place less importance upon avoiding high-pressure jobs and working as part of a team. Among men, altruism tends to be most important to the lowest and highest SES groups. Opportunities for advancement are stressed primarily be mid-low SES men. These men are also highest in concerns over job security, while placing less emphasis upon being in a position which allows them to use their special abilities. Among women, the major differences occur between the lowest SES and the other three SES groups. Briefly, women of the lowest SES backgrounds appear to be most traditional in their attitudes toward and expectations for the type of work and lifestyle they will pursue.

A second series of items dealing with the most important aspects of a job provides information about how respondents' work-related attitudes compare with the work attitudes believed to be held by their fathers. While SES and sex do not determine the students' evaluations of the job characteristics important to themselves, significant differences occur in perceptions of job characteristics believed to be important to fathers. More men than women and more students from lower than from higher SES backgrounds rate job security and salary as their fathers' primary concerns. The explanation for these differences in perceptions is probably not complex. Boys would be likely to have the greater exposure to information about the dynamics of their fathers' work role. Despite changes in the occupational roles and status of women in our society, men are still considered to have primary responsibility for the financial support of the nuclear family. Hence, men would be more inclined to stress the security and financial aspects of both their own and their fathers' occupational roles.

Comparisons with the 1961 NORC sample suggest that there are marked differences in some attitudes. In the more private, less visible, and less apparent areas of life, the attitudes and values expressed by the 1972 respondents are at variance with those of the 1961 college seniors.

In the area of work, for example, the classes of 1972 place less importance on "making a lot of money" than did the seniors of 1961. They also appear to put less emphasis on the need to be "original and creative" and more on the utilization of special skills and abilities. They are less concerned with social prestige and status and more with a work setting where they can maintain their individuality. Finally, the 1972 respondents seem more committed to the belief that interpersonal relations and family relationships are not to be sacrificed or placed in a secondary position to a career or work.

The respondents believe that most contemporary college seniors are committed to changing some of the social ills of our society. Less than 5 percent see today's college students as "not at all committed"; 23 percent feel that contemporary college students are "very committed" and 72 percent that they are "somewhat committed." Two-thirds feel that student commitment to resolving social problems is stronger now than it was 10 years ago.

With regard to sex role equality, 4 out of every 5 students believe that men and women have equal capabilities and therefore should have equal opportunities. However, a large share qualify this belief: 82 percent think that women lack physical strength, 43 percent that they are more emotional than men, and 36 percent that they have different thinking patterns; and the students see these characteristics as obstacles to real sexual equality. About a fifth of the respondents take the position that men and women are not really equal; rather they are different and should have different jobs.

The majority of the 1972 respondents also believe that they will be able to achieve their concept of the good life. At the same time, less than a fifth feel that the good life is easily attainable.

Two sets of items were used to assess the personal and external factors which students perceive as potential barriers to the attainment of personal goals.

The personal factor responses indicate that the respondents are less concerned with personal ability and training than with problems of "getting it all together." The barrier item most frequently selected deals with apprehensions about lack of opportunity and getting the right breaks. This item is closely followed by one concerning a lack of clear and positive aims. Personal problems rank third highest. No doubt these three items are interrelated and reflect the doubt some students feel about their futures. Many students feel that they were forced to choose a career before they were really prepared to make that decision. At the time they completed the questionnaire, many were also concerned about their job. Finally, a large number are experiencing difficulties in establishing an acceptable fit between their personal lifestyle preferences and the realities of the post-college adult world.

On only one external factor item--overpopulation--do the responses differ significantly by sex and socioeconomic status. Among men, this item shows no significant variation by SES. For women, the proportion selecting overpopulation as a barrier increases markedly as SES rises--from 26 percent to 44 percent.

Lifestyle Preferences and Expectations

This section attempts to describe the expressed lifestyle preferences and expectations of the sample of graduating seniors studied.

As might be expected, a majority of the respondents intend to be married within 5 years; however, more than half of those who plan to marry do not intend to start families within that time period. The traditional pattern of marriage, in which the wife works only a short time or not at all and then begins relatively immediate childbearing, does not appear to be the typical picture. Rather, the women anticipate prolonged periods of employment both before and after marriage, and many intend to defer childbearing to some time well in the future.

Respondents were asked what they perceive to be the ideal relationship between work and family. Over half (56 percent) selected the following alternative: "I expect that it will be necessary for my family and my homelife to be somewhat affected by and to adapt to my career needs." This is probably a realistic assessment of the work-family pattern normally displayed by American families. Thirty-one percent responded, "I don't expect my career work to interfere with or influence my relationship with my family or my homelife." This expectation suggests a high degree of privatism (separation of "outside" activities from those of the home) and provides yet another indication of the importance that these students attribute to their family life. Only 3 percentage points separate the responses of men and women on these two items.

When comparing their own lifestyle preferences with those of their parents, 40 percent of the students indicate that they prefer "a lifestyle quite unlike that of my parents," while 32 percent report they prefer a lifestyle "very similar to that of my parents." The responses do not vary significantly by sex but clearly are related to SES.

Students from homes which have been economically comfortable are far more likely to state that they prefer lifestyles either "very similar" to that of their parents or else "somewhat similar to parents but without the need for so many material goods and possessions": these responses are given by 60 percent of the men and 55 percent of the women in the highest SES group, compared with 30 percent of the men and 39 percent of the women in the lowest SES.

Analysis of the desired type of lifestyle by field of study reveals statistically significant differences for both men and women. Students most likely to report the desirability of their parents' lifestyle are in the fields of agriculture (56 percent), engineering (44 percent), education (40 percent), and the physical sciences (37 percent). Those least likely to make such a choice are in the social sciences (28 percent), psychology (23 percent), and the humanities (22 percent).

Analysis of critical lifestyle characteristics shows little difference between the sexes in the high priority they give to good family relationships, supported by a degree of economic comfort and good friends.
Men are slightly more likely to be concerned with the pursuit of their own interests. While socioeconomic background is associated with some statistically significant differences in employment-related measures (for example, concern with job challenge, steady employment, and meaningful work), field of study appears to have greater impact. Among both men and women, students with certain majors stress particular items. For example, education majors emphasize the importance of steady employment and majors in the social sciences and psychology, meaningful work.

The three lifestyle elements the students "most liked" are "quality of human relationships," "happy family," and "semiopen and flexible family-friend relationships." Factors which produced the strongest negative responses are "communal lifestyle," "solitude," "enough goods," and "emphasis on acquisition." The students are highly consistent both in giving highest priority to good family relationships and in placing a low value on money and material possessions.

The World of Work and Careers

This section focuses more specifically upon the post-college plans and career expectations of the classes of 1972. From the data collected in this research and from evidence obtained in other research dealing with career outcomes, it is apparent that diverse variables influence career and work choices. Both psychological and sociological factors contribute to how people view themselves and how they go about the business of selecting and then attaining a particular career setting.

An examination of the relationship of certain personal values and a variety of sociological factors to career preferences begins with an analysis of the major fields of study of the respondents. The proportions enrolled in various fields and comparable data for the 1961 NORC sample are:

Major field	Percent of--	
	1972 sample	1961 sample
Education......................	35	27
Social sciences................	14	8
Physical and biological sciences	12	12
Humanities.....................	11	16
Psychology.....................	7	3
Business administration........	6	13
Engineering....................	6	9
Health professions.............	3	4
Agriculture....................	([1])	([1])

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[1] Less than 1 percent.

The differences seem to be more a function of differences in certain demograph characteristics of the two student populations than an indication of changes in the general career orientation of students. The 1972 sample has a greater proportion of women and of blacks than did the 1961 sample; both groups tend to have sizable proportions in education and the social sciences and be underrepresented in business administration and engineering.

Sex is very strongly associated with major field enrollment. A little more than half of all women in the 1972 sample are in education. The humanities, psychology and the social sciences are also majors with comparatively large proportions of women. SES appears to have its impact before enrollment in college, by limiting freedom in choice of school and restricting knowledge of career alternatives for those from lower SES backgrounds.

Many students in each of the five sample schools believe that they were forced to make a career choice earlier than they would have preferred. Generally, more of the women than of the men say that they did not modify their career plans between the time they entered college and the time they selected their academic major. Men more often report that they had no specific career plans at the time they entered college. The data suggest that women express greater career stability because they perceive a narrower range of choices and place less emphasis on career choice since many expect to be out of the labor market for long periods of time.

Generally, the lower the SES background of the student, the less likely he is to change his career plans. This relationship applies regardless of sex or field of study. Changes in career expectations and academic fields of study can be costly to the student in both time lost and expenses encountered if the newly selected field demands post-college professional training.

Change and stability in career expectations are also associated with field of study. Comparatively few students change career choices from those fields--education and engineering--which are highly structured and single career oriented and in which the baccalaureate degree is sufficient qualification for employment. The lower incidence of change in career expectations among students in education and engineering is reinforced by their generally lower SES status.

Contrasts in work value orientations between men and women and between fields of study were:

> Success oriented through hard work: Most positively related to women in education, a large proportion of whom are from lower SES backgrounds, including most of the blacks as well as a significant number of whites from German-Protestant families. Most negative for men and women in the humanities.
>
> A job is not a way of life--just a way to make money: Most positive for men in business administration and engineering. Highly negative for men in the biological sciences and humanities.

Worried about job being boring and uncreative; no useful guidance: Most positive for women in the humanities, almost 60 percent of whom are from the two highest SES groups. As indicated earlier, women from the highest SES groups report the strongest orientation toward more nontraditional female roles and career preferences.

Private life is more important than a job; unmaterialistic; antibusiness: Most positive for women in psychology. Also important to women in the humanities. More than two-thirds of the women in psychology are from the two highest SES groups. Lowest for men in business administration.

Worried about job setting: Most positive for men in the biological sciences and men and women in the humanities. Most negative for men in the physical and social sciences.

I like work--working will make me a better person: Most positive for men in agriculture. Most negative for both men and women in the humanities and "other" fields.

During the first postcollege year, if there were no restraints, most college graduates would rather be doing something other than what they actually expect to be doing. The majority would prefer to travel and have an opportunity to get away from it all--"if even for only a few days." In the personal interviews, students again and again expressed a need for rest and recuperation. The desire for a period of freedom from obligations before going back to a structured and demanding way of life was a prevalent theme.

Comparisons of preferences with expectations show a number of interesting contrasts. For both sexes, travel and the pursuit of one's own interests decline sharply when preferences are matched with expectations, while work and graduate study show increases. As mentioned earlier, a greater proportion of men than women anticipate graduate school.

In contrast, most women anticipate employment of one kind or another. Almost three-fourths (71 percent) expect to be employed (61 percent in a job related to their field and 10 percent in an unrelated job). Less than half (48 percent) of the men anticipate employment (37 percent in a field-related job and 11 percent in an unrelated job). Men are more than twice as likely as women to indicate graduate school plans (27 percent, compared with 12 percent), no matter what their field of study. Biological science majors--men and women--are highest in indicating immediate entrance into graduate training. Men are slightly more likely than women to indicate that they are not sure what they will be doing after graduation. Likewise, humanities majors appear to be more uncertain of their immediate plans than students in other fields.

The impact of sex and field of study can also be observed in an analysis of the respondents' salary expectations. Each respondent was asked to cite his full-time annual salary expectations for his first job after he has completed all his formal education, for 5 years later, and for 10 years later. At each time, the expected salaries of men are higher than those of women.

In each field of study, women except to earn less on the first job than do men. The lowest expectations are held by men and women in the field of education;

59 percent of the men and 76 percent of the women anticipate annual salaries of less than $8,000 on their first jobs. The highest expectations are held by men in the biological sciences (15 percent expect to earn more than $20,000 per year). The only group with no expectations of earning less than $8,000 are men in the health professions.

Salary expectations after 5 years show similar sex differential patterns. Regardless of field of study, women continue to lag behind the men. The highest proportions of men expecting salaries of more than $20,000 are in the biological sciences (31 percent), in the health professions (22 percent), and engineering (15 percent). The lowest 5-year salary expectations are held by women in education, the humanities, psychology, and "other" majors. The men with the lowest expectations are the education majors, although a larger proportion of men in the humanities expect salaries of less than $8,000 per year. At the higher end of the salary range, 18 percent of the women in business administration anticipate salaries in excess of $15,000 per year.

Particularly for men, there appears to be a fairly consistent fit between work attitude orientation and salary expectations. Men are more likely than women to perceive that they do have some personal control over their future earnings. Men who expect lower salaries tend to have an overall orientation which minimizes the importance of both earnings and belief in the traditional work ethic. Women's lower salary expectations less often reflect personal values and choice.

The type of employer for whom the students expected to work on their first full-time job was, not surprisingly, most often an elementary or secondary school system (35 percent), reflecting the large number of education majors in the sample. Private companies are selected by approximately one-fourth (27 percent) of the sample (with two-thirds of this group anticipating employment in large organizations). Hospitals and social welfare agency settings account for 9 percent of the choices and college and university settings for 7 percent. Another 7 percent expect to be employed in State or local government positions, and 5 percent expect to be self-employed.

The apparent precision of the salary and career setting expectations masks a good deal of uncertainty and ignorance about the job market. In answer to the question "When you selected your college major, how aware were you of the job market for your chosen field?" students reported as follows: 39 percent were "very aware"' 43 percent, "not too aware"; and 18 percent, "not at all aware."

While differences in job market awareness do not vary significantly by sex, they do vary by field of study. Students in the health professions and engineering indicate the greatest awareness of the job market and those in the physical sciences, psychology, social sciences, and the humanities the least. When students are asked to comment upon job opportunities in their field of study, they respond in fairly vague and general terms.

Regardless of the source or reliability of their job market information, most graduating seniors (68 percent) believe that fewer jobs are available in their field now than when they made their career selection. Nineteen percent think that the job market for them has stayed approximately the same. Only 5 percent believe that more jobs are now available. Even though the students were questioned only a few weeks before graduating, 8 percent report that they "don't know" what employment patterns have been in their field.

Sex is linked with significant differences in perceptions of the current job market. More women than men (71 percent to 64 percent) see a shrinking job market in their particular career.

Respondents who did not expect to enter graduate school in the 1972 fall term were asked, "Which of the following best describes your postcollege graduation job situation?" The answers of the 1,356 students who responded were:

31 percent had seriously sought but had not found a post graduation job.
7 percent had seriously sought but had not found a post graduation job which they were willing to accept.
23 percent had found a postgraduation job.
39 percent had neither seriously sought nor found a postgraduation job.

Among those who sought jobs, almost two-thirds has not found them. Of the 310 who did find postcollege work, 58 percent said they were very pleased with their jobs, 33 percent were somewhat pleased, and the remaining 9 percent were not very pleased.

Clear majorities of the college seniors perceive a shrinking job market; and do not have firm employment commitments a few weeks before graduation. Yet regardless of whether they had sought or obtained employment, nearly half (48 percent) of the respondents make clear that they would be "very concerned" if they were unable to obtain a job immediately after college graduation. Another 44 percent report that they would be "somewhat concerned"; only 8 percent say they would "not be concerned at all."

Most students would encounter serious financial difficulties if they were unable to find full-time employment soon after graduation. The greatest concern over the future is expressed by those students of lower SES backgrounds. At the same time, the data make very clear that few students intend to sit idly by waiting for "the job" to fall into their laps. The majority would be willing to take any job while they search for the work which comes closest to fulfilling their work preferences and expectations. A fairly large number would be willing to take a job in another field, even if it meant they were unable to utilize the skills they had learned in college. The major barriers these students see as preventing them from obtaining the work they seek are the perceived "tight job market" and the difficulty of finding work with "desirable job characteristics."

Women are more likely than men to express concern about the tight job market and, as would be expected, to mention the potential barriers of sex discrimination. Men are more apt to state that "not knowing what I want to do" is a potential barrier to finding the work they seek. Again, since women have fewer job opportunities and lower mobility, they are less likely to be uncertain about the kind of work they seek and the kind they can find.

The Educational Experience

This section presents data on a variety of items dealing specifically with the respondents' college experience. The students in the study were asked, "How influential were the following people in your decision concerning the selection of your college major?" Contrary to expectations, academic advisers are, in fact, the least frequently reported decisionmaking resource. Similarly, parental influence is slight. A "person in my chosen field" is the most frequently mentioned influence (26 percent).

The findings suggest that, regardless of who influenced these college students, many feel that they selected their field of study and career prematurely. Early decision on field of study is influenced by the student's sex and SES and by the nature of the field. Women are more likely than men to indicate that they selected their college major and career sooner than they retrospectively would have chosen to do so. Both men and women of lower socioeconomic status report early decisions more frequently than do the upper SES groups. While these lower SES students also report that they think these decisions should be made within the first 2 years of college, this congruence is very likely brought about by the limited number of career alternatives available to them. It would appear that the fewer the perceived alternatives, the less inclined the student is to believe that his career choice should be delayed.

The highest percentages of students reporting they settled on their career and college major selections within the first 2 years are in education, the health professions, business administration, and engineering.

When asked about sources of financial support, nearly three-fourths of the respondents reported at least some financial aid from their parents, in most cases supplemented by various other income sources. The most substantial additional contributions come from the students' part-time and/or summer employment and from scholarships and grants. Usually, these sources are clearly secondary and contribute less than half of the financial support needed. When students have insufficient funds after pooling parental and other contributions, they are most likely to resort to various loans available to students.

Of those relatively few students who indicate parental support of 90 percent or more, most are women. In fact, women are more likely than men not only to report parental aid, but also to report more aid. This finding is somewhat surprising, because the women tend to come from lower SES homes than do the men. Apparently, this tendency is less important than the parental tradition of more prolonged financial and emotional responsibility for daughters than for sons and the daughters' lower earnings from part-time or summer employment.

All respondents were asked their primary reason for seeking a college education. The most frequent response (37 percent) reflects a concern for future occupational or educational plans ("career, job training"). While the reasons given do vary with sex, SES, school, and field of study, in general the students approached their college educations with the primary intention of acquiring the knowledge and skills needed for the career of their choice.

Therefore, it is ironic that the majority report that their college experience has provided "not much in the way of skills, but exposure to ideas."

For most students, the formal education process has consisted of the completion of a series of tasks designated, for the most part, by someone else. The student must provide some form of evidence that he has fulfilled the requirements and expectations of the individual faculty member, his college major, and the licensing institution. In general, regardless of the size or location of their college, students have had little personal contact with faculty, academic advisers, or other adult members of the academic community. Nevertheless, most students indicate that they would still select the school from which they are graduating if they were to do it all again. Only a handful appear angry or extremely disenchanted with their college or university. This lack of discontent may have several explanations. These are students who, regardless of their own expectations or personal views, have decided to remain within the formal educational system. Additionally, students apparently do not believe there are many real differences between colleges, at least in the more formal educational procedures and practices. They may see obvious differences in such factors as student population size, the kinds of students attending a college, institutional rules and regulations, and how "hard" or how "easy" the formal academic requirements are. But at the same time, they tend to feel that all colleges and universities are pretty much alike when it comes to the actual process of educational achievement.

Finally, most students have been taught to believe that college is really a means to an end. With the escalation of educational credentials and a job market which places more and more emphasis upon technological skills, fresh knowledge, and communication facility as well as personal skills, a college degree is seen as a must--like it or not.

Ethnicity and Religiosity

In some instances, as noted earlier, ethnic-religious orientation is a better predictor of orientation and work-related attitudes than is socioeconomic background, although the two are intertwined. Most of the black students (85 percent) come from the lowest SES families, whereas Jews and Anglo-Saxon Protestants have the largest proportions in the highest SES (27 and 33 percent, respectively). Generally, Catholic students are from less affluent families than are Protestants, but among both Catholics and Protestants, SES differs by ethnicity. More German Protestants than Slavic Protestants are of mid-high or very high SES. Among Catholics, Irish respondents are twice as likely as Polish ones to be from mid-high or very high SES families.

Sex role attitudes differ significantly between men and women and among men and women of different ethnic-religious orientations. For both men and women, Jews most often express nontraditional views. Among men, blacks rank second in nontraditional attitudes (57 percent), while German Catholics rank lowest (16 percent). Among women, Polish Catholics and Scandinavian Protestants tie for second place (at 77 percent) in holding nontraditional sex role attitudes, and German Catholics are least likely to hold such attitudes (53 percent).

A summary of the relationship between ethnic-religious orientation and work attitude position indicates the following:

Success oriented through hard work
Highest: Male and female German Protestants.
Lowest: Men and women with no current religious preference.

A job is not a way of life--just a way to make money

Highest: Irish-Catholic women.
Lowest: Anglo-Saxon Protestant women.

Worried about job being boring and uncreative

Highest: Men and women with no current religious preference.
Lowest: Anglo-Saxon Protestant and Jewish men.

Private life is more important than a job; unmaterialistic; antibusiness

Highest: Men and women with no current religious preference.
Lowest: Men and women blacks.

Worried about job setting

Highest: Irish-Catholic women and men and women with no current religious preference.
Lowest: Male and female blacks.

I like to work--working will make me a better person

Highest: German-Protestant men and women; Anglo-Saxon Protestant men.
Lowest: Jewish men; men and women with no current religious preference.

Comments and Implications

The data presented in this overview of the first study suggest a number of areas in which consideration should be given to both programmatic and policy changes in the work preparation of college youth.

The data do make clear that the sex, color, and socioeconomic background of a student can play an important part in his educational and occupational equality.

Students from poor families, first-generation college goers in general, and black students more specifically have limited opportunities for occupational mobility, even when they hold baccalaureate degrees. As the data show, lower income students are very likely to enroll in colleges with the fewest alternative fields of study. Furthermore, they are much more likely than middle-income students to go to colleges with terminal fields of study unrelated to graduate work. The opportunity to complete college, while it does enhance occupational status, does not provide equal access to the more prestigious, more challenging, and better paying occupations.

Similarly, traditional career expectations for women, held by those who socialize the young, are neither appropriate nor adequate for a society which articulates a commitment to educational and occupational equality. Young women, as the data indicate, are in growing numbers demanding access to careers which have traditionally been perceived as the male domain. Increasing numbers are no longer content to limit themselves to part-time work, to work in education and health services, to work which does not offer the same rewards as those open to men. If the goal of American society is to provide equal educational and occupational opportunities, then both the content and process of our youthful socialization process must be altered.

Women and first-generation college goers need access to financial resources which will allow them, if they choose, to select among a wider range of educational institutions and a wider range of academic majors. These students need counseling, both before and during college, so they will become more aware of the educational and career alternatives available to them. They also need financial and counseling resources which will encourage them to continue their educations beyond the baccalaureate level.

Most important perhaps, those directly involved in the education of the young need to abandon certain attitudes and expectations concerning the "appropriate" career setting for women and for students of lower income status.

The data also make clear that, whatever their sex, race, or socioeconomic background, many graduating seniors feel that their career selections were not made in any systematic or reasonable fashion. Rather, they believe they were forced to make career-related choices to meet the requirements of the college process, which insists upon the declaration of an academic major even though the student may not be prepared to make such a commitment. It is also apparent that many students "fall into" rather than select a field of study. Too often career choices are made with very little knowledge about the salient dimensions and consequences of such a choice.

College personnel seem to assume that someone somewhere has in fact provided the student with the information needed to make reasonable career-related decisions. The data suggest that such is rarely the case; indeed, many students have only a vague understanding of the content and structure of the careers for which they are headed. It also appears that many faculty members of both secondary schools and colleges believe that matters of career choice, career information, and career training are neither the legitimate nor the appropriate responsibility of our educational institutions. At the same time, the majority of students come to college with the expectation that they will be provided with career information and essential career skills.

This research would certainly suggest that both the high school and the college should go beyond informal and infrequent counseling sessions, to implement specific programs directed at providing students with necessary career information. Consideration should be given to the development of courses and programs which deal exclusively with career data and career training.

A critical finding of this research is that the majority of college seniors do hold positive attitudes toward work. Their prevailing work ethic places high expectations upon work and careers. They see work as much more than a means to earn money, as a means to an end, as a means of attaining social prestige, or as a means of fulfilling societal expectations. Their ethic includes the strong belief that work must be individually satisfying and at the same time of real value to the society. The expectations for work and careers are not considered separate or apart from other important aspects of the individual's life. Work is considered an essential part of one's life, but not the most salient or critical element. Individual and familial relationships, according to most respondents, are not to be sacrificed for occupational success or mobility; rather, work and family are expected to blend together in some meaningful and satisfying manner.

Unfortunately, many will view the high expectations of college youth as unrealistic. The immediate reaction will be to suggest that these young people are terribly naive and their expectations for the future should be brought into line as quickly as possible.

On the contrary, this writer would propose that every effort should be made to alter work and work settings in such a manner that these high expectations could, in fact, be realized. Such a strategy suggests that concerted efforts be made to develop work situations in which the individual is allowed to fulfill his needs both for a sense of individual growth and for making a contribution of some authentic value to society. It also implies that potential employers should think in terms of work and career systems which take into consideration not only the needs of the individual but also the needs and expectations of the individual's family.

Worker alienation and disenchantment with work represent a serious, if largely unmeasured, problem in our society. But such alienation and disenchantment are neither natural nor automatic phenomena. If nothing else, this research makes it very clear that, at least before entering the job market, the majority of college seniors are neither alienated from nor disenchanted with work. Their expressed work attitudes and expectations reflect both commitment and enthusiasm. They are eager to begin their careers, and they are eager for their work effort to make a significant contribution to the Nation. The emphasis then should be not upon altering the attitudes and expectations of these youth, but rather upon establishing career settings which will take advantage of the energies, commitments, and expectations these college seniors bring with them into the postcollege work world.

CHAPTER I

METHODOLOGY

In this chapter we will focus our attention on the methodology of this research which is a follow-up study of Youth and the Meaning of Work completed in February 1973. In the original investigation graduating college seniors of the classes of 1972 from five colleges and universities in Pennsylvania were asked their opinions and attitudes about work, about themselves, about their expectations for the future. A summary of findings from the first survey are presented in the preceding section. The reader is encouraged to read the overview in order to have a better understanding of the methodology, scope, and direction of the total research. In the present study Youth and the Meaning of Work, Part II these same college graduates were surveyed one year later in order to determine changes in work and life style related attitudes and behavior.

We begin with a discussion of the methodology employed in the selection of sample schools and sample respondents. Next, we will describe the statistical techniques as well as the items utilized in the construction of various indices. Finally, we will provide data to support our conclusion that those who did participate in the second stage of this research do not represent a biased or distorted sample of all respondents involved in the first stage of our inquiry.

Selection of the Schools

The selection of sample schools was influenced by our desire to obtain a respondent sample which would reflect a wide range of demographic and near demographic variables (i.e. hometown location, parental income, education, and occupation, college major, sex, race, etc.) and hence, a potentially wide range of attitudinal and expectancy variables in areas such as work related concerns, evaluations and life style preferences.

Because different types of educational institutions typically attract different kinds of students, the schools themselves were selected for their variability. Although all five schools are located in Pennsylvania, they represent a wide spectrum of American college students. Brief descriptions of the sample colleges and universities are as follows:*

Latham University: Located in a small town, Latham has a total of 2,696 undergraduates, 564 of whom are in their senior year. Latham is a private school primarily enrolling white, fairly affluent youth from a number of states along the eastern seaboard and in the mid-west. Although the emphasis is on undergraduate training, there are several graduate programs. Field of study alternatives are numerous and include majors such as Business Administration, Engineering, Physical Sciences, and Biological Sciences. Many of these students have parents who have attended college and are therefore second generation college goers. A large number of Latham graduates go on for advanced degrees.

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* One of the schools requested that it not be identified by name in this report. It was our decision to change the names of the other schools as well; nevertheless, basic descriptions and demographic data are accurate.

Fletcher State College: Also located in a small town, there are 3,856 undergraduates including 575 seniors enrolled at Fletcher State College. The majority of students come from rural communities or from the moderately large cities nearby. The student body consists primarily of white, first-generation college students from working class homes. Most anticipate entering the full-time job market upon graduation as teachers in elementary or secondary schools.

State University: Located in a small college community in the rural center of Pennsylvania, State University enrolls approximately 19,000 undergraduates, 5,091 of whom are members of the 1972 senior class. Although the majority of students are from Pennsylvania, they represent a fairly heterogeneous student population. Many are from the major metropolitan areas of the state. Based on demographic data provided by the university, we know that about one fourth come from families where one or both the parents have completed college, and the majority come from middle income homes. About five percent (5%) are Black and thirty percent (30%) come from rural or middle sized communities. The university has a variety of graduate and professional programs.

University of Metro: Located in one of the large metropolitan cities of Pennsylvania, there are 10,542 undergraduates at the university, of whom 2,966 are seniors. Many of the undergraduates are either residents of the city itself or of the nearby surrounding communities. The school has a fairly heterogeneous population of urban and suburban students representing different socioeconomic, ethnic, and religious backgrounds. The University of Metro, like State University, has a large number of professional and graduate school programs.

Reeves State College: Located in a small town within close proximity to a large urban center, there are 2,100 undergraduates at Reeves State College; of which 300 are members of the senior class. The student population is approximately eighty-five percent (85%) Black and most are from working class families. Very nearly all of the undergraduates are city residents and half of them live at home while attending Reeves. The college offers several undergraduate programs, however most of the students major in Elementary or Secondary Education, and the Social Sciences.

As can be seen in the preceding descriptions, the schools vary in location (one large urban university, University of Metro; one large rural university, State University; two small rural schools, Fletcher State College and Latham University; and one small near-urban college, Reeves State College); the schools additionally vary in the typical socioeconomic status of the student population. Latham students tend to come from middle to upper class status homes, and hence are frequently the children of college graduates; Fletcher and Reeves typically enroll students whose backgrounds are of middle to working class status, and these students are usually the first generation of their families to attend college. The student populations of State University and the University of Metro reflect a wide range of background experiences and statuses, ranging from young people from urban ghettos to those of affluent backgrounds. These five educational institutions also differ from one another in the percentages of different races and sexes enrolled at each, and in the college majors which are offered.

The Sample

First Survey

A basic objective of this survey was to obtain data from equal numbers of males and females. Our initial sampling goal was to obtain a total of 2,000 respondents, with approximately 400 from each of the five participating schools. However, since the graduating class at one of the schools (Reeves) was less than 400 students, all graduating seniors at Reeves were invited to participate in the study.

The sample was obtained through a systematic random selection process at the four schools whose population sizes were sufficiently large to be appropriate for this procedure. The fifth school's senior enrollment was so small as noted above, that all the seniors were included in the sample. Each of the sample seniors was paid $5.00 for his or her participation.

The distribution and collection of the questionnaire was facilitated by the hiring of a "campus coordinator" at each of the schools. The responsibilities of these individuals were as follows:

1) identification of the sample through the obtainment of graduation senior lists

2) selection of the sample by means of a random selection procedure

3) arrangement of the thirty interviews conducted at each campus

4) distribution and collection of the questionnaire

5) keeping of records of respondents' names and addresses to insure payment

The coordinators were expected to conduct their own follow-up procedures, and were paid according to the percentage of completed questionnaires which they were able to obtain.

Current Survey

All respondents who participated in the first study were asked to provide addresses where they could be reached one year following graduation. The first address solicited was their "most likely address one year from now." In order to enhance the probability of their receiving the follow-up questionnaire, they were also asked to give "the name and address of someone who will know where you are or could forward a letter to you if you were not at the address you listed above." The follow-up questionnaire was mailed to all individuals who responded to the first questionnaire (1,858 persons).

Again each respondent was paid $5.00 for his or her participation in the second phase of the study.

Response

Table I.1 presents information on response rates to the follow-up questionnaire.

Table I.1

Response Frequencies by Sex To Questionnaire II

	Number Sent	Number Returned and Utilized	% Return	% of Total Sample
Male	908	639	70%	48%
Female	950	698	73%	52%
Totals	1858	1337	72%	100%

Seventy-two percent (72%) of those who were sent the follow-up questionnaire did respond. The female response rate was three percent (3%) higher than that for male respondents. Females represent fifty-two percent (52%) and males, forty-eight percent (48%) of the follow-up group.

The Survey Instruments

Questionnaire I

In the Spring of 1972, just prior to their graduation from college, 1,858 students completed the first questionnaire. In the first questionnaire, we sought the following types of information: work-related attitudes; perception of the college experience; life style characteristics; and selected background data such as sex, age, race, socioeconomic status and field of study. (See Youth and the Meaning of Work, February 1973, Appendix D for a copy of the questionnaire).

The construction of the questions reflected three basic types of information: 1) Questions about work and life which were unique to the study's purposes; 2) Questions which were of theoretical interest to students of work and youth socialization; and 3) Questions which has been asked in other studies, and hence lent themselves to replicability and comparison.

The development of the first survey instrument was preceded by the analysis of one hundred fifty (150) in-depth interviews conducted at the five sample campuses.

Questionnaire II

The follow-up questionnaire, also a pencil and paper survey instrument, was mailed to the original sample of 1,858 college graduates in June of 1973. A copy of the questionnaire is included in the Appendix of this report.

A primary objective of the follow-up study was to note changes in attitudes and expectations which might have occurred in the year following graduation. Hence, data were sought which provide answers to such questions as:

1) Work-related variables: What changes, if any, have occurred in the criteria by which different kinds of college graduates evaluate career and work settings, the centrality of work in their lives, long-range career and salary expectations, concessions they would be willing to make regarding work situations?

2) Life-style characteristics: What types of life styles are emerging among these young people? Do these life styles differ from their own expectations of a year earlier? What are the critical dimensions of preferred and expected life styles? What changes have occurred in attitudes towards self and society?

Secondly, we sought specific information with regard to the current statuses of these college graduates.

1) Employed persons: What methods and criteria did they utilize in seeking and selecting jobs? How satisfied are they with their work and their work settings?

2) Graduate students: What are the reasons for pursuing further education? How do they assess the graduate school experience? In what ways has that experience altered career and life style expectations?

3) Unemployed persons: Have they searched for employment? What effect does their not working have on their attitudes toward future career and life plans?

Development of the final survey instrument was assisted by pretests of preliminary drafts of the questionnaire. The questionnaire was sent to sixty (60) respondents of approximately the same age as our sample but who had not been included in the original sample. A diversity of backgrounds was purposely emphasized in order to test the adequacy of the questionnaire as fully as possible. Youths who had been out of college for one year and were now in a variety of situations such as employed in different kinds of jobs, attending graduate schools, in the military, or unemployed and looking for work, undecided about their futures, and living in communes were included. Based upon their responses to the survey items as well as their overall assesment of the instrument, the final questionnaire was developed.

Follow-Up Efforts

Questionnaires that were returned after being mailed to the students' "most likely address one year from now" were remailed to the second address that they had given of "someone who will know where you are or could forward a letter to you if you were not at the address you listed above." All questionnaires were sent first class with forwarding instructions printed on the envelope.

Two months after the questionnaire was mailed, all non-respondents were sent a two-part postcard inquiring about the questionnaire. They were requested to return the tear-off stamped and addressed postcard indicating one of the following: 1) that they had not received the questionnaire and would like to request another, or 2) that they had received the questionnaire and would return it shortly. After this follow-up effort, approximately a hundred additional questionnaires were received, bringing the final return rate to seventy-two percent (72%).

Data Analysis

Much of the data analysis provided in this research was generated through the utilization of the Statistical Package for the Social Sciences, devised by Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, in conjunction with the Political Science Department at Stanford University. Several other subroutines from the library of the Pennsylvania State University Computation Center and the University of Houston Computing Center also were utilized.

Indices

Several indices were developed in order to facilitate presentation and understanding of the material.

Socioeconomic Status Index

This index is very similar to the one used in The National Opinion Research Centers 1961 national survey of graduating seniors (See J. A. Davis, Great Aspirations, N.O.R.C. 1961) with three variables contributing to the SES "score" that was given to each respondent. Responses concerning the following three variables were taken from the first questionnaire: Father's education, Father's occupation, and Parental income. For each of these variables it was possible to obtain a score of either zero or one. The scores for each variable were added, creating an index from zero to three which was categorized as follows: Low, Mid-low, Mid-high, High. The component variables were scored in the following way:

Fathers Education

(0)-8th grade or less

some high school

vo-tech school

(1)-some college
college graduate
graduate or professional degree

Fathers Occupation

(0)-housewife
skilled or semi-skilled worker
unskilled worker
farmer or farm worker
not employed
(1)-professional
proprietor or manager
sales or clerical

Parental Income

(0)-Less than $10,000
(1)-More than $10,000

These breakdowns serve a two-fold purpose. First, they are intuitively reasonable; distinctions are made between college and non-college goers, blue and white collar workers, and high and low income brackets. Second, the four categories are set up in such a way that approximately one-fourth of the respondents fall into each group. It is important to remember, therefore, that this index is relative and is not meant to be predictive of the entire population, but only for this group of college graduates.

Religious Fall Index

This index is a combination of three variables, religion in which reared, religious preference at time of graduation and current religious preferences. The purpose was to determine changes in religious preferences, especially changes away from or back to traditional religions. The index takes on 12 values as described below:

Value	Original Religion	Religion in College	Current Religion
1	Protestant	Protestant	Protestant
2	Catholic	Catholic	Catholic
3	Jewish	Jewish	Jewish
4	Protestant	None	Protestant
5	Catholic	None	Catholic
6	Jewish	None	Jewish
7	Protestant	Protestant	None
8	Catholic	Catholic	None
9	Jewish	Jewish	None
10	Protestant	None	None
11	Catholic	None	None
12	Jewish	None	None

This index does not take into account categories that were either difficult to interpret (e.g., if religious preference at any time was indicated to be "other") or very small (e.g., Catholic to Jewish, raised in no religion, etc.) This index simply offers a concise measurement of the religious orientation of each respondent.

In order to determine changes away or back towards traditional religions, the values listed above were categorized as follows:

Value Numbers	Value Label
1, 2, 3	Traditional
4, 5, 6	Returners
7, 8, 9, 10, 11, 12	Non-traditional

Thus, the traditional are those who have remained in the religion in which they were raised; the returners are those who responded they had left the religion in which they were raised during college, but have returned to their original religion; and lastly, the non-traditional are the departers, those who have left their original religion either during college or in the year after college.

Comparison of original sample to current sample

We turn now to an examination of the 1,337 respondents who participated in the second stage of this research, in order to determine the ways, if any, that they differ from the original sample of 1,858. As mentioned previously, seventy-two percent (72%) of the first group responded to the follow-up questionnaire. Is this group of follow-up respondents similar, as measured by selected crucial variables, to the original sample, or do they represent a select group that is quite different from those who responded to the first questionnaire?

Table I.2 shows selected demographic characteristics of the respondents to the follow-up questionnaire vis a vis the total sample.

TABLE I.2

Selected Background Characteristics of Original Respondents and Respondents to the Follow-Up Questionnaire

	Original Respondents		Follow-Up Questionnaire Respondents	
	M	F	M	F
	%		%	
Race				
Black	6	13	3	7
White	93	87	96	93
Oriental	*	*	0	*
Other	1	*	1	*
Total	100 (N=903)	100 (N=943)	100 (N=637)	100 (N=698)
Socioeconomic Status				
Low	26	34	19	19
Mid-low	22	22	23	27
Mid-high	20	18	24	26
High	32	26	34	28
Total	100 (N=908)	100 (N=950)	100 (N=632)	100 (N=685)

*Less than 0.5%.

Table I.2
(continued)

	Original Respondents		Follow-up Questionnaire Respondents	
	M	F	M	F
	%		%	
Field of Study in College				
Agriculture	1	0	1	0
Biological Sciences	6	5	7	5
Business Administration	12	2	12	1
Education	18	51	16	49
Engineering	13	1	14	-
Health Professions	1	4	1	4
Humanities	10	12	10	13
Physical Sciences	8	4	8	4
Psychology	5	8	7	10
Social Sciences	21	8	19	9
Other	5	5	5	5
Total	100 (N=902)	100 (N=938)	100 (N=635)	100 (N=692)
Religious Preference in College				
Protestant	33	38	34	38
Roman Catholic	22	25	21	25
Jewish	6	4	7	5
Other	7	9	6	8
None	32	24	32	24
Total	100 (N=893)	100 (N=934)	100 (N=631)	100 (N=694)

Table I.2
(continued)

	Original Respondents		Follow-Up Questionnaire Respondents	
	M	F	M	F
	%		%	
Ethnic Background (Religion and Nationality)				
Anglo-Saxon Protestant	11	11	11	12
German Protestant	16	18	17	20
Scandinavian Protestant	1	2	1	2
Irish Catholic	4	5	5	5
German Catholic	4	4	4	4
Italian Catholic	7	7	6	7
Polish Catholic	4	3	4	4
Jewish	7	5	8	6
No Religion	34	24	35	26
Black	7	15	4	8
Slavic Protestant	2	1	2	1
Slavic Catholic	3	5	3	5
Total	100 (N=790)	100 (N=836)	100 (N=565)	100 (N=615)

An immediate discrepancy becomes apparent when looking at race. Fewer Blacks, both male and female, responded to the follow-up questionnaire. A look at the response rates by race (Table I.3) makes this problem more apparent. Only forty percent (40%) of the Blacks responded, compared to a response rate by the White respondents of seventy-six percent (76%). Among the Blacks, the response rate for Black males was somewhat lower than for the Black females (39% versus 41% respectively). However, by looking at the size of these two groups, we can see that the Black females' low response will have a greater impact upon the results by virtue of their larger numbers. Seventy-three (73) Black females failed to return the questionnaire, compared to nearly half that number or thirty-three (33) Black males.

TABLE I.3

Response Rates to the Follow-Up Questionnaire by Race and Sex

	No. to whom Questionnaire was mailed	No. who Responded	Percent Response
Black			
Males	54	21	39%
Females	123	50	41%
Total	177	71	40%
White			
Males	840	612	73%
Females	820	648	79%
Total	1,660	1,260	76%
Other			
Males	7	6	86%
Females	3	3	100%
Total	10	9	90%

The lower response of the Blacks was not the result of a lack of cooperation. Rather the discrepancy between Whites and Blacks was due to an inability to find the Black respondents. Although the same follow-up procedures were employed, proportionately many more of the questionnaires sent to Blacks were returned without reaching the respondent than was the case with White respondents.

A comparison of the original sample and the follow-up questionnaire respondents by socioeconomic status (SES) also demonstrates some discrepancies (Table I.2). Among the SES categories, the lowest SES group is most under-represented in the follow-up sample. In the first sample thirty percent (30%) of the respondents were in the low SES category. In the follow-up study, the low SES group represents only nineteen percent (19%) of the sample. Table I.4 makes it clear that Black respondents are most heavily concentrated in the low

TABLE I.4

Socioeconomic Status of the
Original Sample by Race and Sex

	Black		White	
	M	F	M	F
	%		%	
Low	44	50	19	19
Mid-Low	36	27	24	26
Mid-High	10	16	24	26
High	10	7	33	29
Total	100	100	100	100
N=	(52)	(124)	(844)	(815)

SES group. Thus, the follow-up sample's under-representation in the low SES category is due primarily to the lower second stage return rate of Blacks. Furthermore, as a result of the larger number of Black females in the low SES group as compared to the Black males, under-representation in the low SES category is especially obvious among the females.

Thus, the major discrepancies, e.g., SES and race, that appear in a comparison of the original sample and the follow-up respondents can be best explained by the comparatively low response rate of Blacks. The total percentage of Blacks in the first study was about nine percent (9%). In the second stage they represent five percent (5%) of the total sample. Therefore, except for categories in which they were heavily represented, namely the low SES group, their low response rate should not seriously distort the direct comparability of the two samples.

A look at other selected characteristics of the sample should validate the comparability interpretation, that the two sample groups are basically similar. Table I.2 provides comparisons of these two groups by religious and political preferences as reported at the time of the first survey; field of study in college and ethnic-religious background. Except for the category of Black in the latter table which, as discussed above, is under-represented in the follow-up sample, deviations from the pattern established by the original sample are slight.

Furthermore, a comparison of psychological attitudes provides additional support for the comparability of the follow-up sample of 1337 respondents to the original sample of 1858 respondents. Responses to twenty-three work attitude statements were essentially the same for both samples. In no instance did the percentage responding "strongly agree" and "mildly agree" vary by more than two percent (2%) between the total original sample and the follow-up sample even when we control for the sex of the respondent. A similar lack of significant differences was found in the responses to thirty-six personality characteristics with one minor exception. There was a three percent (3%)

difference between the females in each sample in characterizing themselves as "very religious". Again the variation can be explained by the under-representation of Black women in the follow-up sample since Black females in the first study were more likely to see themselves as "very religious."

Thus, we would conclude that, except for Black under-representation, this second sample of respondents to the follow-up questionnaire is comparable to the original sample.

CHAPTER II

THE RESPONDENTS: WHERE THEY ARE ONE YEAR LATER

In this chapter we seek to provide the reader with a picture of the respondents to the follow-up (Time II) questionnaire. We will focus on their post-college activities and statuses approximately one year after graduation. Variables such as marital status, residence, political attitude, religious belief and current activities will be covered in detail, with particular emphasis on changes that have occurred in the year following graduation.

In the following analysis we turn from the 1,858 respondents to the original questionnaire discussed in the preceding chapter to the 1337 people who participated in the follow-up study.

Marital Status

As might be expected, more than a few of the respondents were married during the year following college graduation, a total of eighteen per cent (18%).

TABLE II.1

Sex and Marital Status, Time I Vs. Time II

	Time I		Time II	
	Males (%)	Females (%)	Males (%)	Females (%)
Single	76	72	59	55
Single, married by Fall, 1972	8	17		
Single, married by Fall, 1973			6	6
Married, No children	8	6	22	28
Married with children	7	4	9	5
Widowed, divorced	1	1	1	1
Living with someone, or group but not married	(not asked)		3	5
Total	100 (N=641)	100 (N=699)	100 (N=641)	100 (N=699)

As Table II.1 indicates, women were less likely than men to be married when in college (10% of the women were married compared to 15% of the men). During the year after graduation, more women married than men (23% of the women compared to 16% of the men). However, these figures do not suggest a dash to the altar, since the majority of both the males and females were still single at the time of the follow-up study.

While we can conclude that there is a move toward marriage after college graduation, there is no equal immediate desire to have children. There is a minimal increase (less than 2%) in the proportion of married respondents with children. Parenthood, apparently, is being either rejected or at least deferred until some later time.

A look at racial differences reveals pronounced distinctions in marital status. Black women are the most likely group to remain single (66% are single, compared to an overall average of 57%). In contrast, Black men not only tend to get married, but are the most likely to have children--nearly three times as likely as white males (23% of the Black males compared to 8% of the White males are married with children).

The under-representation of Blacks, especially the males, in the follow-up sample, however, raises the question if Black males are in fact more likely to be married with children. It may well be that the Black males who could be located for the follow-up study were more likely to be the ones who were married with children because of their being less mobile than unmarried Black males.

Residence

The post-college residences of the respondents are varied. For the first year following graduation at least, there is no evidence of dramatic migration patterns either toward or away from urban areas.

As shown in Table II.2, approximately one-third of the respondents (36% of the males, 32% of the females) live in rural or farm areas, college communities, or small cities and towns with populations of 50,000 or less. A similar proportion (36% of the males and 36% of the females) live in urbanized areas (cities or suburbs of cities with populations of more than half a million).

During the senior year of college these young people expressed a general desire to live in farm or rural areas. However, the realities of their current commitments (work and graduate school) obviously act as delaying factors. Less than eleven percent (11%) of the men and nine percent (9%) of the women live in such rural areas compared to nearly one-fourth who indicated a preference for such settings at the time of college graduation. In contrast, more persons find themselves in large cities or their suburbs (populations of two million or more) than expressed such residential preference while still in college (an increase of 11% among the males and 10% among the females).

The majority of the respondents have not returned to their home towns following graduation. Nearly sixty percent (60%) are presently residing in a community which is different from the community in which they were reared.

TABLE II.2

Sex, Desired Location (1972), and Actual Location (1973).

	Time I Preference		Time II Location	
	M (%)	F (%)	M (%)	F (%)
Farm or open country	26	23	11	9
College university community	15	16	15	14
Suburb in a metropolitan area of				
more than 2 million population	6	6	13	11
500,000 to 2 million	12	8	11	9
100,000 to 499,999	10	13	8	11
less than 100,000	17	19	12	15
Central city in a metropolitan area of (or non-suburban city of)				
more than 2 million population	3	3	7	8
500,000 to 2 million	3	4	5	8
100,000 to 499,999	1	2	4	3
50,000 to 99,999	2	2	4	3
10,000 to 49,999	3	2	6	5
less than 10,000	2	2	4	4
Total	100 (N=628)	100 (N=689)	100 (N=634)	100 (N=687)

The mobility pattern is essentially the same for both males and females. The most critical factor in mobility appears to be socioeconomic status, as can be noted in Table II.3.

TABLE II.3

Sex, SES, Community in Which Reared, and Current Community

S.E.S.	Past-Present Same M (%)	Past-Present Same F (%)	Past-Present Different M (%)	Past-Present Different F (%)	Males N	Females N
Very low	49	51	51	49	(117)	(132)
Mid-low	43	46	57	54	(144)	(181)
Mid-High	39	37	61	63	(156)	(179)
Very High	29	27	71	73	(214)	(193)
Total	38	40	62	60	(631)	(685)

Half of the low SES graduates returned to their hometown compared to less than thirty percent (30%) of the high SES group. Blacks are the most stationary: approximately two-thirds returned to their hometown compared to less than forty percent (40%) of the Whites. Again this figure of Black's residence may be a function of the Blacks who responded to the follow-up questionnaire. However, the findings do raise the critical question of whether or not lower income students minimize economic opportunities because of their relative lack of geographical mobility.

While we find that the respondents frequently move away from their hometowns, we do not find that there is a high overall incidence of geographical mobility. Nearly half (47%) of the graduates have lived in only one community since graduation; an additional thirty-nine percent (39%) have lived in two different communities since completing college. Again the higher SES groups tend to be the more mobile--women being no less or no more mobile than men. Thus, any disadvantages in the job market that women may encounter can not be explained by their lack of mobility.

Religious Beliefs

In the analysis of religious beliefs in the first report (prior to college graduation), we found a significant number of seniors report disaffiliation with the religion in which they were reared. Nearly thirty percent (30%) of the original sample left the religion in which they were raised and indicated a current religious preference of "none."

In the present study, the data indicate that there has been a slight shift back to identification with a formal religion. Table II.4 which compares religious preference during the senior year of college and one year later reveals that

TABLE II.4

Sex and Religious Preferences, Time I vs. Time II

	Stated Religion prior to graduation		Stated Religion one year after graduation	
	Time I		Time II	
	Males (%)	Females (%)	Males (%)	Females (%)
Protestant	34	38	37	40
Roman Catholic	21	25	22	26
Jewish	7	5	6	5
Other	6	7	6	8
None	32	25	29	21
Total	100 (N=631)	100 (N=694)	100 (N=635)	100 (N=695)

about a three percent (3%) decline in the "none" category.

Movement towards and away from traditional religions is better illustrated by the religious index which was discussed at length in the methodology chapter. Briefly, it compares each individual's changes in religious preferences as indicated by the religion in which they were reared, their religious preference when in college, and current religious preference one year later. The "traditional" are those who maintained an affiliation with one of the traditional religions (Protestant, Roman Catholic, or Jewish) at all three points in time. The "non-traditional" are those who were reared in one of the three major religions but indicate a "none" preference at the time of college graduation and one year following graduation. There is also a third group which we refer to as the "returners"--those who were reared in or identified with a religion--indicate a "none" preference at the time of the first study but then re-affiliate themselves with their original religious status one year following college graduation.

TABLE II.5

Sex and Religious Status

	Males (%)	Females (%)
Traditional	67	76
Returners	7	6
Non-traditional	26	18
	100 (N=627)	100 (N=670)

We see from Table II.5 that the large majority of respondents maintain an identification with the same religious status for all three periods of time. Such is especially the case for females. However, it is interesting to note that in just one year since graduation more than a few of the respondents (6%) have returned to their original religion. These youth, here called "returners," abandon the "none" preference of the senior year of college and once again show an affiliation with the religion in which they were raised. Whether this move back to formal religious identifications continues to occur as these graduates become more involved in their communities is of course open to speculation and study. No doubt the college experience does act to move students away from a variety of attitudes and beliefs held prior to college. Still it is important to note that one-fourth of the males and nearly one-fifth of the females show a continued and consistent break with the religions which were part of their childhood. Again the pattern is not moving from one religion to another. Rather, for the majority it is religious identification consistency or the rejection of any religious association.

Political Beliefs

In the first study we found that most of the graduating seniors expressed either a liberal or moderate political position. In the year following graduation we find that political ideologies have remained fairly stable. The one notable change that emerges is a shift away from traditional political affiliations or ideologies towards apolitical or neutral beliefs.

TABLE II.6

Sex and Political Attitudes, Time I vs. Time II

	Time I		Time II	
	Male (%)	Female (%)	Male (%)	Female (%)
No Consistent Political Attitude	18	20	23	23
Conservative	8	9	9	7
Moderate	28	26	24	24
Liberal	33	33	30	31
Radical Left	7	3	5	2
Radical Right	--	*	--	*
No Political Attitude	4	6	4	6
Don't Know	1	3	2	6
Other	1	*	3	1
Total	100 (N=636)	100 (N=695)	100 (N=636)	100 (N=695)

*Less than 0.5%

Table II.6 shows that for both men and women there was a six percent increase (6%) in the "no consistent political attitude" and "don't know" categories. We may speculate that this shift, although hardly dramatic, indicates a growing confusion or disenchantment with politics and a desire to extricate oneself from the political situation. The posture of non-affiliation or commitment to specific fixed political outlooks is more prevalent among women, the lower SES, and Blacks; groups which have traditionally been shown to be less involved in formalized political activities.

Current Major Activity

We now turn to the major focus of this research: what these college graduates are doing one year after becoming recipients of the baccalaureate degree. In the follow-up questionnaire, the respondents were asked their current major activity. The responses fell into three main activity areas: 1) being employed full-time; 2) being in graduate school, and 3) "other" including a variety of activities such as employed part-time, unemployed, in VISTA or Peace Corps, or being in military service.

The specific activities and statuses of the respondents are presented in Table II.7.

The majority of the respondents (55% of the men and 60% of the women) are employed full-time. This group includes both those persons who found jobs directly related to their anticipated career fields and those who secured employment in non-related fields.

The graduate students are the next largest group--thirty percent (30%) of the males and twenty-two percent (22%) of the females. Included in this category are those who are working while in graduate school as well as those holding some type of stipend or assistantship.

The third group, "other," are those who are not in either the full-time employment or graduate school categories. Fifteen percent (15%) of the men and eighteen percent (18%) of the women are in this category. Their activities are varied, including part-time employment, unemployed (by choice or circumstance) or military service.

In the chapters that follow we will discuss each of these groups in some detail. First we will look at those college graduates who have been employed full-time. Specifically we will seek answers to the following questions: how did they seek and secure employment; what are their feelings about and reactions to their work; how have the experiences of the year following graduation changed their outlooks and aspirations concerning their careers and life styles?

Next in Chapter Four we will concentrate on the graduate students and their views of graduate school; changes in their career expectations and aspirations, and their life style outlooks.

Finally, in Chapter Five we will compare the three groups: those employed full-time; those in graduate school; and those in the "other" category.

TABLE II.7

Sex and Current Major Activity
One Year After College Graduation

	Males (%)	Females (%)
Working full-time at a type of job which I expect to be my long-run career field.	31	35
Working full-time at a type of job which will probably not be my long-run career field.	24	25
Working part-time at a job related to my career.	2	4
Working part-time at a job not related to my career.	3	4
Working as a teaching or research assistant in conjunction with my post-graduate degree program.	6	4
Going to graduate or professional school for a post-graduate degree and not working.	13	6
Going to graduate or professional schools for post-graduate degree and working.	11	12
In the military service (full-time and active duty).	4	*
Unemployed by personal choice (have neither sought nor obtained a paying job).	1	3
Unemployed NOT by personal preference (have sought but not been able to obtain a paying job).	3	4
Peace Corps, VISTA, Teacher Corps, etc.	*	*
Other	2	3
Total	100 (N=636)	100 (N=698)

*Less than 0.5%.

Prior to the analysis of these data, however, it is appropriate to present one additional table which can act as a backdrop to the forthcoming discussions.

In Table II.8 we see the fit between the expected post-college career activities of the respondents at the time of college graduation (Spring, 1972) and the actual career activities engaged in one year later (Spring of 1973).

TABLE II.8

Sex, Expected Activity after College Graduation (Time I), and Actual Major Activity (Time II)

	Time I		Time II	
	M (%)	F (%)	M (%)	F (%)
Job in field	37	59		
Full-Time	*	*	31	35
Part-Time	*	*	2	4
Job not in field	10	10		
Full-Time	*	*	24	25
Part-Time	*	*	3	4
Graduate School	33	17	30	22
Unemployed by Choice	6	4	1	3
Unemployed not by Choice	*	*	3	4
Peace Corps, VISTA, etc.	1	1	**	**
In Military	*	*	4	**
Don't Know	6	5	*	*
Other	7	4	2	3
Total	100 (N=636)	100 (N=698)	100 (N=636)	100 (N=698)

*Not asked

**Less than 0.5%

We see from Table II.8 that women more so than men expected to find jobs in their chosen career fields. Fifty-nine percent (59%) of the females compared to thirty-seven (37%) of the males selected "job in field" as their expected activity after college. However, one year later we find only thirty-nine percent (39%) of the women, or twenty percent (20%) less than expected, were working in a career related job. The fit between expectations and reality was not nearly so disparate for the men. Thirty-three percent (33%) did have career related work, only four percent (4%) less than expected in Time I.

Turning to those who expected to enter graduate school after receiving the baccalaureate degree, we see that men, much more so than women anticipated enrollment in graduate school. Nearly twice as many men than women (33% of the men compared to 17% of the women) stated that they planned to attend graduate school.

However, when looking at Time II, the activities of their situation one year after graduation, we find that the disparity between men and women in graduate school enrollment has been evened out to some degree. Five percent (5%) or thirty-five more women did actually attend graduate school than expected in Time I.

One last point needs to be made regarding the activities of the respondents. Nearly three times as many graduates as expected in Time I found themselves in jobs that were not related to their career fields. Ten percent (10%) of both the men and women had expected prior to graduation to enter a job that was not in their field. One year later we find twenty-seven percent (27%) of the men and twenty-nine percent (29%) of the women were in such non-field related employment. In the following chapter which concentrates on the full-time employed respondents, we will look at the job market and problems encountered in finding a job, particularly by graduates in certain fields of study.

CHAPTER III

THE RESPONDENTS: THOSE WHO WERE EMPLOYED FULL-TIME

In this chapter we will focus upon those graduates who sought and found full-time employment. Our discussion will concentrate upon the dynamics of the job search; the type of work obtained; job satisfaction; work related attitudes; and select comparisons between work expectations and work realities.

In terms of background characteristics, we know the following things about those who were employed full-time in comparison to those who went to graduate school.

> They were more likely to be women.
>
> They were more likely to be of lower socioeconomic status.
>
> They were most likely to have majored in Business Administration, Engineering, or Education while in College.
>
> They are more likely to express moderate political and sex role attitudes.
>
> They are more likely to say that they have not abandoned the religion in which they were reared.

The exact differences between the two groups (employed and graduate students) with regard to the factors noted above are presented in Chapter V.

The Job Search

The dynamics of the job search indicate that undergraduate field of study is very much associated with variations in success in finding field related employment.

From Table III.1, we see that less than a third of the graduates were able to find acceptable full-time field related employment. Men were most successful in Engineering and Education--least successful in Psychology, Biological Sciences, Humanities, and Social Sciences. For women, only Education and Health Professions show a proportion which exceeds the group average. Among women those least successful in finding field related full-time employment are graduates from the fields of Psychology and Business Administration.

There are two fields, Business Administration and Biological Sciences, which show significant differences between men and women.

A further analysis of the job related data points to two factors which help account for the observed variation between the two sex groups. First, more than two-thirds of the women in Business Administration, report that sex discrimination was the most important barrier preventing entrance into

TABLE III.1

Sex, Field of Study, and Success in Finding Full-Time Field Related Employment

Per Cent of Full-Time Employed Finding Field Related Full-Time Employment

Undergraduate Field of Study	Males (%)	N	Females (%)	N
Agriculture	50	(2)*	-	(-)
Biological Sciences	27	(15)	50	(16)
Business Administration	55	(55)	29	(7)
Education	66	(71)	71	(198)
Engineering	79	(61)	50	(2)*
Health Profession	75	(4)*	92	(26)
Humanities	42	(33)	42	(48)
Physical Sciences	50	(22)	50	(19)
Psychology	20	(15)	28	(40)
Social Sciences	44	(57)	46	(35)
Other	59	(17)	55	(22)
Total	56	(352)	59	(413)

*Numbers are too small to be considered for analysis.

full-time related employment.

Secondly, many of the women who majored in the Biological Sciences sought employment in health related areas. Male majors in the Biological Sciences were not competing for similar jobs. The women sought work in hospitals and clinics while the men sought work in private industry, or public and governmental agencies.

In general, as later discussions will show, the proportion of women working as school teachers far exceeds that of the men. Where men and women seek work from the same employer, they do--with one exception--come out fairly even in obtaining full-time field related employment. The one exception, as noted above, is found among Business Administration majors. The majority do seek work from a similar work source, private industry, but men fare far better than women. Based upon the comments provided by women in Business Administration, the salient prohibitive factor is, as noted above, sex discrimination.

Sex discrimination as a barrier to employment, entrance into graduate school, and access to scholarship and assistantships is noted by a significant proportion of the female respondents. Among the employed women, it is most likely to be expressed by those who sought employment in non-public places and those who sought jobs which traditionally have been held by men. Women then will experience less sex discrimination when they apply for jobs in public institutions; for jobs traditionally held by women; and for jobs at the lower levels of the white collar professional ladder.

While we cannot assess or validate the degree of actual sex discrimination experienced by female respondents, we would have to conclude from our analysis that it is a phenomenon more real than imagined. As will be noted in our later discussions the women in this sample were certainly as qualified as the men; their career commitments were certainly as consistent as those of the men; they were more likely than men to say at the time of college graduation that they expected to work full-time; they were as diligent--perhaps more so than the men in seeking work; and they anticipated lower salaries than the men. That there is a minimal difference between men and women in the proportion finding full-time field related employment does not destroy the sex discrimination argument. Our data show that sex discrimination operates in a manner that restricts the range of occupational choices available to women; that when women venture beyond public schools, social service agencies, and the health services they are bound to experience or feel sex discrimination. Finally, as we will show later, no matter where they work or the nature of their work, women receive lower wages than those paid to men holding similar positions in similar work places.

Though the emphasis, to this point, has been on the barriers facing women particularly, the reader should not lose sight of the fact that many of the men have also not found full-time field related employment. In general, for both men and women, those least likely to find career related employment are from fields where graduate school training is the expected next step following college graduation.

Stated differently: the baccalaureate degree loses its employment value for those who seek careers in fields where higher degrees have become the expected entrance credential.

As the proportion of people coming to the job market with higher degrees increases, the entry criteria--in terms of credentials--is bound to be altered, especially in fields where the number of applicants exceeds available jobs. Given the choice between applicants holding the B.A. and those holding more advanced degrees, employers will, in most cases at least, go with the higher credential. These data dealing with the finding of field related employment more than suggest that if present conditions continue, i.e., a relatively fixed job market with an increased number of job seekers, the chances of finding field associated employment will become even more difficult for college graduates. The alternatives for the college graduate who seeks but is unable to find field related employment are, as these data show, of three types. One is to abandon initial career plans and to build a career future in a field different from that anticipated at the time of college graduation. A second alternative is to view current employment as temporary and continue to search for work which comes closer to matching initial career expectations and plans. Three, to place a moratorium on job finding and enroll in graduate school with the hope and expectation that advanced training will enhance the eventual finding of an acceptable career position.

The majority of those seeking work did utilize more than one resource or method in their efforts to find acceptable employment. Nine out of ten went directly to the potential employer and made the initial contact through personal inquiry. About sixty percent utilized the college placement office; almost half (47%) obtained job availability clues from friends. A similar proportion responded to newspaper ads; and a third turned to parents and relatives or some kind of employment agency.

When asked to assess the effectiveness of the job finding techniques utilized the respondents provided the following information:

> The most effective strategy is direct and personal inquiry.
>
> Job finding assistance provided by friends is far more effective than that provided by college placement offices.
>
> The college placement office was more effective for males than for females. Females found parents and relatives more effective.
>
> The least effective strategies are the utilization of public employment agencies and professional journals and the information provided by spouse.

Several conclusions can be drawn from the job search data: First, the greater the personal initiative and willingness to seek out employment by direct contact with potential employers, the higher the probability of finding full-time employment. Leads provided by others can be helpful, but only if these leads are aggressively pursued by the individual. Depending on some intervening person or agency as the actual job finding and job securing source, is of limited effectiveness especially if the goal is work related to one's field of study.

The intervening resource which shows the greatest discrepancy between utilization and effectiveness is the college placement office. Many college seniors do look to these offices for career guidance and placement. The data show, however, that in terms of delivery college placement offices are among the least effective sources in connecting graduates with acceptable field related employment, especially for the female graduates.

Interviews with career guidance and placement personnel at the five sample schools leads us to believe that they are not unaware of their lack of effectiveness. On the contrary, most are very concerned about their inability to play a greater role in career placement facilitation. The major problem, according to these officials, is that they are unable to convince university administrators and faculty of the importance of the placement function. In most campuses the placement office is viewed as a marginal, if not fringe, service operation. Financial investments in placement offices are meager; they are usually understaffed; and frequently career placement personnel have not been provided with necessary professional training.

College placement offices do not have the status of either academic departments nor what are considered to be essential custodial and service providing components of universities. There is virtually no interaction between placement personnel and faculty. For most students, contact with career guidance and placement personnel does not occur until the final months or weeks of the senior college term. Whatever job related information the placement office might be able to contribute will usually be of limited value, since it comes at a time when the student has already completed academic training.

At best, the placement office provide only one service; it attempts to connect visiting potential employers with students who have left their names with the placement office. All in all, there is little guidance and not much in the way of effective placement.

There is some variation between men and women as to the time it took to secure full-time employment; almost twice as many men as women (17% to 10%) report finding work without having to search out employment. Nearly three-fourths of all respondents have found full-time employment within three months of the time they began the job search. Generally though, more search time is spent by women than by men.

Job Selection

For both men and women the major reason for taking a non-field related job is that field related jobs were unavailable.

Women, much more so than men, report taking a job because it was the only job available. Forty-four percent (44%) of the men and fifty-seven percent (57%) of the women say that they accepted non-field related employment because it was the only job they could find. Men, more so than women, say that non-field related work was taken because of higher salaries offered and better opportunities for advancement. Fourteen percent (14%) of the men and women have taken non-field related work in order to explore career possibilities.

Of those working in non-field associated full-time employment, we find the following with regard to career plans:

A fourth plan on modifying career plans and adjusting to their current career situation.

Seventeen percent (17%) of the men and thirty percent (30%) of the women anticipate staying in their current position while seeking employment in field related careers.

Twenty-three percent (23%) of the men and sixteen percent (16%) of the females anticipate going the graduate school route in order to obtain credentials which will hopefully enhance obtaining desired career positions.

About seventeen percent (17%) continue to look for more acceptable employment even if it is not field related.

The final fifteen percent (15%) are not quite sure just what form their future career actions will take.

The single most important factor delaying full-time employment was the lack of available work. A fourth of the men and women report that the major delay in obtaining employment was the lack of field related employment. Another ten percent (10%) report that the delay was due to the scarcity of any kind of acceptable full-time employment.

A third of both the men and women say that there were no barriers or circumstances which prevented the securing of full-time employment.

About seven percent (7%) report that the delay was due to personal uncertainty as to just what career directions to pursue.

The remaining fourth of the respondents cite such factors as geographical location preferences; inadequate job skills; employer policies and practices; discrimination; and family considerations as reasons which contributed to the delay in finding and taking acceptable employment.

As we have already pointed out, although many college graduates are unable to find field related jobs, the vast majority do find full-time employment of some type. A little more than half have, in fact, been in the position of being able to reject offered full-time employment. The reasons for turning down job offers are as varied as the reasons for accepting employment. A number of variables will influence and affect career decisions.

For these college graduates, the major reasons for rejecting offered jobs were as follows:

Having more appealing job opportunities: 67% of the males: 54% of the females.

Already had a more desirable job: 59% of the men: 62% of the women.

Salary considerations: 49% of the men: 46% of the women.

Did not like type of work offered: 49% for men: 36% for women.

Geographical location: 48% for men: 40% for women.

Offered job not in field: 36% of the men and 38% of the women.

Lack of advancement opportunities: 27% for men: 25% for women.

Work too boring and monotonous: 27% for men: 24% for women.

Work would not enhance skill development: 25% for men and 26% for women.

Unsatisfactory hours: 17% for men and 11% for women.

Family considerations: 15% for men and 6% for women.

Unsatisfactory working conditions: 13% for men and 14% for women.

Other reasons (i.e. discrimination, employer policies and practices, unacceptable co-workers, etc.) were mentioned by less than ten percent (10%) of the respondents.

The distribution of reasons for job rejection show some interesting differences between men and women. Men do seem to have the greater career mobility and can be more selective in the career pursuit process. More men than women, for example, have rejected offered jobs because they did not like the type of work (49% to 36%); had more appealing job opportunities (67% to 54%); and because of geographical location (48% to 40%).

More personal factors associated with considerations in the acceptance of the jobs held by respondents at the time of the follow-up study are shown in Table III.2.

Table III.2 shows that for most graduates the decision to accept a particular job was motivated by two factors: an interest in the job and the need for money. Next important are factors associated with desires for personal achievement ("To make something of myself") and feelings of self-adequacy.

Few accept employment to offset feelings of boredom or because they have nothing else to do. Nor is job acceptance motivated by societal expectations or parental pressures.

Necessity is, of course, a critical factor in why people will work. If the need for money can be achieved within the framework of work that is interesting, then, all the better. If one can find personal fulfillment and enhancing of self-esteem through work, it is an additional bonus.

Most the college graduates do seek work because it is expected and because it is obviously an essential source of income. Still, as we have noted in the first report and in this research, work is seen as much more than merely as a means to an end. Rather, work is seen as a vital integrative factor--an activity which is a critical part of one's total life style. This does not mean that most college graduates would choose to work if other alternatives were available. Like most people, no doubt, the college graduates if offered the opportunity would prefer to be involved in some other activity--at least for a short period of time. Given free choice and a complete absence of restraints the majority of the respondents would prefer a year to travel or a year to devote their time to their own interests. Less than six percent (6%) say that given a complete freedom of choice during the coming year that they would seek to work. Twice that many would choose graduate school to employment. About seven percent (7%) say they just don't know what they would do with this free time. Only a handful indicate an interest in devoting the year to Peace Corps or VISTA Activities. The largest number (about half), as noted above, select travel as the ideal way to spend the year. Again, we are dealing here with the stated desires and not the expectations of college graduates.

A lack of available or acceptable employment was not the only barrier confronting many of the college graduates. Almost a fourth of the males (22%)

TABLE III.2

Sex and Most Important Reason for Taking Current (June, 1973) Full-Time Employment

Per Cent Selecting Each Reason

Reasons	Males (%)	Females (%)
Interest in Job	33	40
Needed Money to Live	26	27
Wanted to make something of Myself	12	8
Enhance feelings of self-adequacy	6	8
Needed Money to support spouse or Family	5	3
Geographic Location	4	4
Avoid Boredom	3	3
Only thing to do	2	2
Pressures from Parents	1	1
Curiosity	1	1
Other	7	3
Total	100 (N=348)	100 (N=408)

and a third of the women (34%) believe that they were denied employment because of discriminatory actions. For males the discriminatory factors most frequently mentioned were age (being too young) and personal grooming (length or style of hair). For women it was sex discrimination--followed by the age factor. Of these men reporting discrimination, fifty-seven percent (57%) identified their youthfulness and forty-eight percent (48%) referred to hair style or length. Among the women, three-fourths (75%) identified sex discrimination as the critical barrier followed by youthfulness (55%). Black men were more likely than Black women to state that racial discrimination was the prohibitive factor in attaining desired employment. Fourteen percent (14%) of both men and women believe that the status or reputation of the college they attended was a negative factor in securing employment.

Men were three times as likely as women (16% to 5%) to attribute job denial to political ideology. We see then that more than a fourth of the college graduates believe that they were denied desired employment for reasons other than skills or motivation. For women, sex discrimination is the perceived barrier most frequently mentioned. For men it is age and personal grooming.

Assessment of Current Employment

Most of those who are employed, whether they be in careers which fulfill post-college expectations or not, see their current jobs as offering either definite or potential future career possibilities.

A fourth of the men (28%) and a third of the women (35%) view their current jobs as having definite future career potential. A little more than a third (37%) of the men and twenty-nine percent (29%) of the women feel that current employment may offer possible future career potential. The remaining third see their current work status as temporary, and with varying degrees of motivation, are looking for a job change. Evaluation of current employment in terms of future career potential may serve as one measure of job satisfaction. Utilizing this criteria, we would conclude that at least two-thirds of the graduates are either very satisfied or fairly satisfied with their current employment status.

An analysis of college field of study by assessment of current career potential does show some interesting and significant variations. Those most likely to view current jobs as having definite career potential are men who majored in Engineering (38%), Business Administration (33%), Humanities (33%), or Education (32%). For women it was those who majored in Education (47%), or Health related fields (42%). In general, the best predictor of assessment of current employment potential is whether the employment is directly related to field of study or not. Those most positive in evaluating current employment are those who have found work which came closest to matching post-college career expectations. Those who see current employment as temporary are people who majored in the Social Sciences and Psychology--fields which show the fewest graduates securing field related employment.

The experiences of the post-college work year has had an impact upon college graduates in matters of career plans.

Only a little more than a fourth of the college graduates report that their career plans have remained exactly the same as they were at the time of college graduation. About half say that their plans have undergone some revision but are still somewhat the same as they were one year ago. The remaining quarter report that current career plans are quite unlike what they were at the time of college graduation.

Field of study comparisons of career plan stability show once again that it is those students who were least successful in securing field related employment who undergo the most significant alterations in career planning.

The search for acceptable employment, employment which comes closest to meeting senior year expectations, does generate job seeking and job switching. A fourth of all respondents indicate that they have held at least two full-time jobs since college graduation.

The reasons given for leaving one job and finding another are numerous but do show consistency among men as well as women. Those reasons which at least half of the graduates mention are:

The job made no use of my skills: 68%

Inadequate salary: 58%

Work was boring: 55%

Lack of promotion opportunities: 53%

General dissatisfaction with work: 51%

Lack of learning new skills: 51%

Other factors cited were:

Better opportunity elsewhere: 40%

Geographical Location: 26%

Unsatisfactory work hours: 26%

Unsatisfactory working conditions: 21%

Unacceptable employer practices: 19%

Unacceptable co-workers: 19%

The distribution shows a combination of intrinsic and extrinsic factors at play in influencing job stability and job change. We do know from data collected in Phase I of this study that respondents placed a high value upon the more intrinsic components of work. They stressed the need for work which would be of value to self and society; work which would be interesting; work which offer opportunities for the testing of one's skills and abilities; work which would have non-exploitive outcomes. Few students expressed a desire for work which would put them in positions of power or control. Social status and prestige were considered to be of little importance. Only a handful stated that high salary was to be a salient factor in determining career futures. What most respondents assumed was that they would command "adequate" salaries and hence other factors were given higher priorities. What dollar figure actually represented an "adequate" salary did, of course, vary among the respondents. Those anticipating graduate study held higher first job salary expectations than those who did not plan on graduate study. People who majored in Education, Social Sciences, and Humanities anticipated lower salaries than those majoring in Business Administration and Biological or Physical Sciences. In each case, no matter field of study or post-college career plans, women expected lower starting salaries than men.

One year after college graduation we find that half of the respondents who were employed full-time feel that their salaries are lower than they expected.

Eighteen percent (18%) of the men and twenty-five percent (25%) of the women feel that current earnings are substantially lower than were expected prior to full-time employment. Thirty-two percent (32%) of the men and twenty-eight percent (28%) of the women assess current earnings as being somewhat less than expected.

For both sex groups, then, a significant number have found a discrepancy between expectations and realities. The similarities between the males and females, are, however, limited to this one finding; in both groups half of the graduates have experienced a short fall between earning expectations and earning outcomes. The discrepancy is in fact more severe for the woman since their initial expectations were significantly lower than those of the men. Women expected less to begin with and end up earning less. From the Time I data dealing with first full-time job salary expectations we found that while more than seventy percent (70%) of the women who got full-time jobs a year later expected first full-time job salaries under $8,000 per year. Such was the case with only a third of the men (37%). One year later we find a general drop between expectations and actual earnings for both sex groups. The drop, however, is far more significant for women. More women than men are earning under $5,000 per year. (17% of the women compared to 10% of the men) Nineteen percent (19%) more women than men are found in the $5,000 to $8,000 per year salary range (42% for men and 61% for women).

Nearly half (48%) of the men report earnings of over $8,000 per year as compared to less than a fourth of the women (22%). As we point out in a later chapter, these same differences are found even when we control for field of study and type of job.

Moving from salary expectations and actual earnings to current job settings, we find a somewhat closer fit between expectations and outcomes. Table III.3 shows the fit between anticipated work settings and actual place of employment one year after college graduation.

The Time I data show that the largest single group of males expected employment with a private company (46%). Among women elementary and secondary schools were most frequently selected (50%).

One year later we find an increase in the proportion of males employed by a private company and a decrease of ten percent (10%) of women working within the school system. The only shift in excess of a few percentage points is found in the decrease of women entering elementary and secondary schools and an increase in those employed by private companies. Similarly, for men, the greatest shift is toward employment in private corporations. As we point out in other portions of this research, the one group which was most likely not to find a fit between career plans and career outcomes were women who had majored in Education.

Job Characteristics

No matter the work setting or specific job, most college graduates spend

TABLE III.3

Sex, Expected Employer, and Actual Employer

Employed Full-Time Respondents

Employer	Time I		Time II	
	Males	Females	Males	Females
	(%)	(%)	(%)	(%)
Private Company	46	15	54	24
Elementary or Secondary School	18	50	16	40
State/Local Govt.	8	7	7	5
Self-Employed or Family Business	7	1	8	3
Federal Government	5	4	4	3
Welfare or Social Service Agency Hospital, Church	5	15	3	14
College, University Jr. College	6	4	3	4
Research Organization	2	3	1	1
Other	3	1	4	6
Total	100 (N=353)	100 (N=413)	100 (N=351)	100 (N=408)

most of their work days working with people. Women more so than men, because they are more involved in teaching and client-servicing positions, report that a major portion of their work time is spent in interacting with people. The distribution of most important daily work activities is as follows for men and women:

Working with People: 49% of the men: 67% of the women.

Working with Ideas: 21% of the men: 10% of the women.

Working with Things: 15% of the men: 9% of the women.

Doing Paperwork; 15% of the men; 14% of the women.

Women are more involved with working with people as a major activity while men are more than twice as likely to be devoting their time to ideas and creative efforts. Similarly, men, more so than women, invest a greater portion of their work time in utilizing things such as equipment and materials. In general, women devote more of their work time to following prescribed instructions and schedules than do men. Men are involved in a wider range of work activities and are more often in a position to initiate the direction and goal of their work.

The majority of the college graduates who were working full-time one year after graduation were employed in white collar/professional occupations. Only a few (7% of the men and 4% of the women) were employed in such occupations as maintenance work, laborer, or waitress. The women were more highly concentrated in a limited number of occupations than were the men. Three-fourths of the women were employed in one of four career fields: Teaching (43%); Sales and Clerical (14%); Health related Services (10%); and Social Work and Welfare Services (9%). For the men nine different occupational groupings are required to account for three-fourths of those employed full-time.

17% in Teaching

15% in Engineering

13% in Sales/Clerical

10% in Managing Small Businesses

5% in Social Work and Welfare Services

4% in Accounting

3% in Communications

3% in Governmental Work (Federal, State, Local)

Looking at major duties and responsibilities of the job we find:
Women are twice as likely to be involved in Teaching (43% to 17%). Men are three times more likely to be involved in selling (10% to 3%); twice as likely to be writing reports (7% to 3%); three times as likely to be in supervisory positions (6% to 2%). Women, more so than men, are helping clients or caring for patients (16% to 8%); and more likely to be involved in clerical work and bookkeeping activities (14% to 7%). Men are more likely to be working with precision and production equipment and conducting data analysis (10% to 4%).

In summary, then, men are far more eclectic in job involvement; show a greater diffusion in job functions; have greater opportunities for initiation and supervision; and earn the higher salaries.

Despite these differences the data indicate that, in general, women see their jobs, their job settings, and conditions of their work in a more positive manner than is the case with men.

In Table III.4 the responses to a question dealing with characteristics of the job are shown for both men and women. The percentage distributions are a combination of those who rate these characteristics as being either very true or fairly true descriptions of their work setting.

TABLE III.4

Sex and Assessment of Work Setting

Employed Full-Time Respondents

Per Cent Agreeing ("Very" or "Fairly True")

	Males (%)	N	Females (%)	N
Work situation is cooperative	62	(345)	72	(404)
See specific work results	87	(350)	83	(403)
The work is varied	51	(350)	64	(401)
Flexible work hours	45	(350)	30	(404)
Good job security	71	(351)	73	(403)
Work is predictable	56	(350)	57	(398)
Work under time pressures	55	(353)	43	(403)
Many opportunities for policy decision making	31	(353)	27	(402)
Work is important	81	(349)	87	(405)
Easy to find out how I am doing	69	(352)	66	(407)
Good opportunities for personal growth	68	(353)	72	(402)
Often take work home	30	(354)	46	(403)
Work is interesting	74	(351)	79	(408)

The assessments shown above are obviously made within the individual's own frame of reference and in terms of the individual's expectations and aspirations. The differences between men and women does, no doubt, reflect differences in career expectations and aspirations. Men, as we learned from the Stage I study, did express both higher aspirations and expectations.

The fact that many of the women are employed in schools and welfare agencies no doubt helps explain some of the observed differences. Contact with different kinds of clients and students contributes to work variety. Working as a teacher means lesson planning and paper correcting, hence the greater proportion of women finding it necessary to take work home. Women are more likely to be in jobs that require fixed hours and they do not have the flexibility of men who conduct business outside of a single work setting. Women do find their work more cooperative and less competitive and they feel less time pressure in the performing of work tasks.

The majority in both sex groups feel that their work is interesting; that personal growth opportunities are good; and that the work they are doing is important. A similar proportion of men and women feel their work is predictable and that input as to how well they are doing on the job is usually forthcoming.

The greatest variation between men and women are in work hours (men having the greater flexibility); taking work home (women more so than men); variety in work (men being more likely to see their work as repetitive); and time pressures (men being confronted with time demands more often than women).

There are few real differences between men and women in the behaviors and attitudes which are seen as being important to upward mobility in the respondents' current employment.

Four factors are identified as being most important:

Having more skill and experience: Men 26%: Women 27%.

Handling people well: Men 25%: Women 26%.

Energy and "drive": Men 16%: Women 13%.

Taking Responsibility: Men 11%: Women 9%.

Being more innovative is mentioned as being most important by eight percent (8%) of the respondents.

It is also of interest to note that none of the men but eight percent (8%) of the women point out that nothing they could do could generate career advancement in their current employment.

Job Satisfaction

Earlier we looked at the characteristics of the work setting and the nature of the work activities of the respondents. From the table which follows we can obtain some idea of how satisfied respondents are with their work and the conditions of that work.

There are six work factors in which about half or more of the respondents

TABLE III.5

Sex and Work Satisfaction

Employed Full-Time Respondents

Per Cent "Very" or "Somewhat Satisfied"

"How satisfied are you with:"	Male (%)	N	Female (%)	N
Chance to learn new things.	78	(353)	81	(412)
Opportunities to be helpful to others/useful to society.	58	(353)	72	(412)
Opportunities for advancement.	50	(350)	36	(410)
Prestige and social status.	34	(351)	34	(411)
Opportunities to use special skills and abilities.	53	(353)	69	(410)
Supervision received.	59	(353)	50	(410)
Variety in work assignments.	63	(352)	67	(410)
Co-workers.	77	(353)	81	(411)
Working as part of a team.	64	(353)	63	(409)
Salary.	51	(353)	54	(411)
Job security.	63	(351)	64	(409)
Opportunities to exercise leadership.	51	(350)	51	(410)
Opportunities to influence important decisions.	43	(350)	40	(409)
Working hours.	60	(350)	64	(410)
Geographical location.	69	(350)	73	(410)
Policies and practices of employer.	48	(350)	47	(410)
Job responsibilities.	70	(351)	76	(407)

indiate some level of dissatisfaction. The greatest dissatisfaction is registered for the prestige and social status of the occupation.

There is also limited satisfaction with opportunities to influence decisions; exercise leadership; policies and practices of the employer; opportunities for advancement; and salary. The overall responses to these items makes clear that the majority of these college graduates are employed in fairly low level entry positions.

Opportunities for greater impact upon employer policies and procedures as well as salary increases will, in all probability, occur with career advancement. The men much more so than the women are satisfied with what they perceive to be the opportunities for advancement.

Even though the respondents may be less than enchanted with their current work positions or the policies of their employers, there are important areas of the job which do produce enthusiasm. The majority of the graduates are satisfied with opportunities to learn new things; co-workers; variety in work assignments; job security; working hours; geographical location; working as part of a team; and current job responsibilities.

There are three work related factors which generate a difference of ten percent (10%) or more when comparisons are made between men and women. These include "opportunities for advancement" where the satisfaction of men exceeds that of women by fourteen percent (14%)--50% of the men compared to 36% of the women. A second work characteristic which produces a significant difference is "Opportunities to be helpful to others and useful to society" (women 72%: men 58%). This difference is obviously attributable to the fact that many more women than men are working in client or student centered settings. Women do anticipate and place a greater value in work which does have people helping qualities. Still many of the men do place importance upon the altruistic outcomes of work, and, as the data indicate, a little less than half are not satisfied with work which is not tied in directly with helping people and being useful to society.

The third work factor which shows a strong contrast between men and women is "Opportunities to use special skills and abilities." Women show the advantage: 69% to 53%. This difference, as in the case of others already discussed, is attributed to the fact that so many women are employed as teachers, social welfare workers, and health service workers. There is a much closer fit between skills acquired in college and current job skills utilized among the women than is the case with the men. The women are much more likely to be placed in a position at the job entry level where acquired training can be practiced than are the men. The men are more likely to be in career positions where the application of skills acquired in college must be deferred until an apprenticeship period is completed. Because of the fields they enter, women will find a more rapid fit between college acquired training and skills required in the job. The training received by men is more diffuse. Men, as we have seen, are much more eclectic in major fields of study as well as being more widely distributed over a wider range of occupations. The training of women is more career specific. They prepare to be teachers or social workers or school counselors and those are the careers they enter. Men may have majored in Engineering, Social Science, or the Humanities and enter careers in Sales, Communications, Education, Law Enforcement, or any one of a number of other career areas. Given these differences in training and work outcomes, it is not surprising that women at work see a closer fit between skills acquired and skills practiced. The problem for women emerges when they are not able to find jobs directly associated with their training and career expectations. Women from the liberal arts, for example, will find it more difficult than men with liberal arts backgrounds to find employment. Whenever women are forced to compete with men in areas where the hiring of males has been the norm, women will be at a distinct disadvantage.

Men and women do differ in the importance they attribute to various components of the work experience. Women by a margin of more than two to one place a greater importance upon work which will be helpful to others--34% for women and 17% for men. The use of special skills is also considered to be of greater saliency to women--30% of the women and 19% of the men.

Men, on the other hand, see opportunities for advancement as a more critical factor than do women - 16% of the men and 6% of the women. Men are more inclined than women to look for jobs where there is limited control from supervisors; where there is variety in work assignments; where there are higher salaries; where one can exercise leadership and influence decisions.

Again the pattern is one where women are satisfied to be implementors of activities and goals defined by others as long as they can be helpful to individuals in need of assistance. Men, while not indifferent to the needs of others, are more concerned with attaining positions of control and initiation.

The outcome data suggest that both sex groups are on the paths which will take them toward their career goals. For both groups, however, there is still some question as to whether they will ultimately achieve these goals and how they will respond to the constraints and conditions set by others who might influence career destinies.

Attitudes Towards Work

From other data dealing with work related attitudes, we find both interesting and significant differences between men and women college graduates. Women are more likely than men to say they would not take a job in a large business organization (51% to 33%). Men are more inclined to believe that anyone can find a job, (62% to 49%) a result, no doubt, of their greater ease compared to women in securing employment.

Characteristics of the "work ethic" are more predominant in men than women. For example, men are more likely than women to feel that hard work makes you a better person (57% to 45%); and that the most important part of work is earning enough money (41% to 28%). Women, on the other hand, tend to stress the more intrinsic aspects of employment as opposed to the extrinsic success oriented aspects emphasized by men. Women are more likely than men to agree that they would not work for an organization which carried out policies they think are wrong (81% compared to 73%). Women are also more accepting of the idea that the kind of work they do is more important than for whom they work (87% of women compared to 78% of men).

Sixteen percent (16%) more women than men strongly agree that they will not sacrifice their private life in order to earn larger salaries (57% of the females and 41% of the males).

The same difference (16%) is found in response to the statement: "I assume I will have a good income, I'm more concerned with finding a job where I will be able to relevant things." (55% of the women and 39% of the men).

Few respondents believe that work is nothing more than a means of earning money; that to be really successful in life you must care about money; or that their careers will be the most important ingredient of their lives.

More believe that success in an occupation comes through personal effort than either how much you know or how hard you work. In other words, interpersonal relations and how you deal with people is more important than specific job skills or hours invested on the job.

About half of the respondents do not believe that most people like to work. Yet most of the college graduates (87%) agree that they like to work.

The experiences of the first post-college year has had some impact upon the attitudes of the respondents. Many of the Time I-Time II comparisons are discussed in the chapter dealing with the employed and those in graduate school (Chapter V).

For our purposes here it is sufficient to note the following findings:

23% of the men and 30% of the women do not believe that field of study jobs are available.

38% of the men and 44% of the women believe that jobs are available if you know someone.

88% of the men and 85% of the women agree that, although jobs are hard to come by, if you look and if you are willing to settle for less, you can find some type of job.

Two-thirds agree that there is some form of discrimination--not including skills or job experience-in the hiring process. Most frequently mentioned are factors such as sex, race, youthfulness, and personal appearance.

Future Educational Expectations

To conclude this chapter, we turn to the future educational expectations of those who were employed full-time following college graduation.

When asked whether they expect to continue their formal studies at the post-college level only nine percent (9%) responded with a firm no. Another fifteen percent (15%) were uncertain but doubted if they would go on to graduate school. Some forty-two percent (42%) say they will probably continue and the remaining thirty-four percent (34%) say they definitely plan on enrolling in a graduate or professional school program.

A far larger proportion of women (41%) than men (26%) fall into the "definitely yes" group. Of those definitely planning to attend graduate school, half were expecting to enroll at the start of the 1974 academic year.

The major reason given for re-entering and continuing the formal educational process is "to earn credentials essential to my career goals." Simply stated the experiences of the past year has convinced many graduates that without advanced credentials they cannot achieve their career goals. The value of the baccalaureate degree as a sufficient career credential has obviously declined. Many college graduates are now facing up to the fact that the B.A. or B.S. does not provide the same career opportunities it might have in years passed. Whether additional credentials will make a significant difference in the fulfilling of career expectations for these college graduates is a question yet to be answered.

CHAPTER IV

THE RESPONDENTS: THOSE WHO WENT TO GRADUATE SCHOOL

In this chapter we focus upon those respondents who were enrolled in graduate and professional schools when the second stage of this research was conducted.

Select Background Characteristics

The graduate sample discussed in this chapter consists of one hundred ninety-one (191) men and one hundred and fifty-four (154) women. Almost two-thirds (64%) of the males enrolled in graduate school are not burdened with outside employment. Such is not the case with women where we find a little less than half (45%) who are not employed. The discrepancy between the two sexes is not explained by differences in marital status since the majority of both sex groups were single at the time of this research. Twenty-three percent (23%) of the males and twenty percent (20%) of the females were married with no children. Six percent (6%) of both groups report being married and having one or more children.

A more reasonable explanation for the dramatic differences between the proportion of men and women who are working while in graduate school can be found in an examination of both the student's field of study and socioeconomic background. As was found in the first stage of this research, both sex and socioeconomic status are highly associated with variations in field of study.

Briefly, women are highly concentrated in a limited number of fields (Education, Social Sciences, and Humanities) while men are more evenly distributed among all fields of study. As for socioeconomic status, the lower the SES of the student, the more likely the field of study will be one that is not typically associated with post-baccalaureate formal education. The end result is that women and lower income students are less likely to anticipate full-time graduate study at the time of college graduation.

Table IV.1 below shows the socioeconomic status of men and women graduate students.

TABLE IV.1

Sex and Socioeconomic Status of Graduate Students

Percent in Graduate School

	Sex			
SES	Males (%)	N	Females (%)	N
Low	25	(116)	17	(132)
Mid-Low	30	(144)	19	(181)
Mid-High	26	(156)	21	(179)
High	36	(216)	30	(193)
Total	30	(632)	22	(685)

Table IV.1 shows that with only one exception the lower the SES the lower graduate school attendance. We also find that in each case when controlling for SES women are less likely to be enrolled in graduate school than are males.

A second explanation which accounts for sex differences in graduate school enrollment comes from an examination of the student's field of study.

For each field of study with the exception of Education, a greater proportion of males than females are enrolled in graduate school. For both sex groups majors in the Biological Sciences show the highest rate of enrollment. More than half of the men (53%) who majored in the Biological Sciences are in graduate school; followed by almost half of the Psychology majors (49%) and forty-eight percent (48%) of the Physical Science majors. Those least likely to be in graduate school among the men are majors in Business Administration (15%), Education (17%), Engineering (20%), and Health (20%).

For the women those highest in graduate school attendance are Biological Science majors (39%) followed by Physical Science (33%); Humanities (26%); and Psychology (23%).

There is significant variation among the fields of study with regard to the availability of student stipends. Sixteen percent (16%) of the male Physical Science majors do report having a stipend. This sixteen percent (16%) represents the greatest proportion of such student aid for either sex and for all fields of study. Fourteen percent (14%) of the male majors in the "Other" fields and twelve percent (12%) of the majors in Psychology and the Biological Sciences also hold stipends. Those males majoring in Health, Social Sciences, Engineering, and Education appear to be in those fields which offer the least in the way of student assistantships. In these fields, no more than four percent (4%) of the students indicate holding a stipend of some type.

TABLE IV.2A*

Sex and Field of Study of Graduate Students

Percent in Graduate School

	Sex			
Field of Study	Males (%)	N	Females (%)	N
Biological Science	53	(43)	39	(36)
Bus. Administration	15	(79)	10	(10)
Education	17	(101)	20	(338)
Engineering	20	(88)	---	(2)
Health	20	(5)	10	(30)
Humanities	32	(66)	26	(90)
Physical Science	48	(50)	33	(30)
Psychology	49	(41)	23	(66)
Social Science	35	(123)	22	(59)
Other	28	(35)	15	(33)
Total	30	(631)	22	(694)

*Agriculture has been excluded because of the very small sample size.

Among the women those most likely to hold stipends are also found in the Physical Sciences (13%) and Business Administration (10%). There are two other fields, Social Sciences and Business Administration, where women exceed men in the holding of some type of stipend.

Table IV.2A shows the proportion of graduate students for each of ten fields of study.

Table IV.2B shows how all graduate students are distributed by field of study.

TABLE IV.2B

Sex and Distribution of Graduate Students by Field of Study

Field of Study	Sex Males (%)	 Females (%)
Biological Sciences	12	9
Bus. Administration	6	1
Education	9	46
Engineering	10	-
Health	1	2
Humanities	11	14
Physical Science	13	7
Psychology	11	10
Social Science	22	8
Other	5	3
Total	100 (N=189)	100 (N=154)

From Table IV.2B we see that while males are fairly well distributed among the ten fields of study, the women are more highly concentrated in a smaller number of fields. Seventy percent (70%) of the women are found in Education, Humanities, and Psychology. Education majors make up almost half (46%) of all women in graduate school. From the first study, we know that lower SES women make up the majority of women majoring in Education.

We also know that graduate student women in Education are more likely than all other female graduate students to indicate that they are working part-time while enrolled in graduate school. The combination of low SES of women Education majors as well as the limited institutional financial resources available to female graduate students in Education acts to decrease the number of full-time female graduate students.

A third explanatory factor would be that female Education majors more so than all other graduate students did not anticipate attending graduate school in the Fall of 1973. On the contrary, eighty-one percent (81%) of this group stated in 1972 that they expected to find full-time employment in their field. Of that eighty-one percent (81%) only forty-two percent (42%) did in fact find full-time employment in their field--a difference of thirty-nine percent (39%). The discrepancy between expectations and reality was greater for female Education majors than for any other group of majors. The data also show that a number of female Education majors who did not expect to attend graduate school in the Fall of 1973 did so because they were unable to find career-related employment. Many of these same women were not prepared financially for the costs of full-time enrollment and many applied too late to be eligible for financial assistance.

Unless it is a case of sex discrimination paranoia, a final explanatory factor would no doubt be sex discrimination in the socialization and treatment of graduate students. Almost half (47%) of the females report that being a woman did cause them some disadvantage as a graduate student:

> 32% say that: "A woman student is considered a woman first, student second, whereas a male student is just a student."
>
> 22% say that: "A woman has to be brilliant to get the attention and support the average male gets."
>
> 21% say that: "Women are given less help than men in job recommendations and placements."
>
> 18% say that: "Women are less apt than men to get stipends, teaching or research assistantships, internships, and fellowships."

At the time of our first study (Spring of 1972) each respondent was asked about his career expectations for the coming year. At that time twenty-eight percent (28%) of the males and twelve percent (12%) of the females who participated in the follow-up study stated that they expected to be enrolled as full-time graduate students during the 1973 academic year. Five percent (5%) of the men and five percent (5%) of the women indicated an expectation of working part-time while attending graduate school. One year later we find that the proportion of persons actually enrolled full-time has dropped to nineteen percent (19%) for the men and ten percent (10%) for the women. Part-time enrollment has increased for both sexes: an increase of six percent (6%) for men and seven percent (7%) for women. The greatest discrepancy then is for men who expected full-time enrollment--a drop of nine percent (9%). Despite this decrease, as was noted earlier, males are much more likely than females to enjoy full-time graduate student status. Disregarding student status we find a pretty close fit between the number of men expecting to attend graduate school and the number who actually did attend (33% expected and 30% attending).

For the women there is an increase of five percent (5%) between Time I and Time II. As indicated earlier this increase comes primarily from the last minute enrollment of education majors who were unable to find field related full-time employment.

The racial data are questionable because of the comparative lower rate of response from Blacks. Our impression is that the Black male respondents participating in the follow-up study represent a fairly selective group--namely they tend to be respondents from more affluent SES backgrounds. Keeping this factor in mind we do find the following when looking at sex, race and graduate student enrollment:

33% of the twenty-one Black male respondents are in graduate school.

29% of the six hundred twelve White male respondents are in graduate school.

22% of the six hundred and forty-eight White female respondents are in graduate school.

22% of the fifty Black female respondents are in graduate school.

We should also point out that virtually all Black women in graduate school are Education majors. Concentration in limited fields of study for women as noted earlier, is the norm. Such is particularly the case with Black women where few are found outside of Education or the Social Sciences. Prior to an analysis of the data dealing with why college graduates attend graduate school and the impact of that experience, we want to provide more background information about the graduate students. In another chapter of this report, we will make some comparisons between those who took full-time employment following college graduation and those who went to graduate school.

Table IV.3 deals with the sex and current religious preferences of the respondents.

TABLE IV.3

Sex and Current Religious Preferences of Graduate Students

Percent in Graduate School

	Sex			
Current Religious Preference	Males (%)	N	Females (%)	N
Protestant	28	(236)	21	(276)
Catholic	26	(140)	20	(181)
Jewish	54	(41)	31	(36)
Other	31	(39)	19	(54)
None	29	(182)	25	(150)
Total	30	638	22	697

The major contrast found is between Jewish males and all others. Jewish men are almost twice as likely as all other sex and religious groups to attend graduate school one year after attaining the baccalaureate degree. While Jewish women are highest for their sex group, the differences are not as great as those found among the men. In each case fewer women than men are attending graduate school. The greatest sex difference for all religious groups is found among the Jews--where almost twice as many men as women are graduate students.

About a fourth of the graduate students indicate that they have no current religious preference. A similar proportion also say that they never attend formal religious services. Another quarter say they rarely attend; another fourth attended occasionally; and the final quarter report regular participation in religious services. Generally, women are more likely than men to attend religious services on a regular basis.

During the one year following college graduation the graduate students have been quite mobile with more than half living in at least two different communities during this period of time. Nearly half (44%) of the graduate students were living outside of Pennsylvania at the time they were contacted for the follow-up study.

TABLE IV.4

Sex and Political Attitudes, Time I vs. Time II

Graduate Students

	Males		Females	
Political Position	Time I (%)	Time II (%)	Time I (%)	Time II (%)
Conservative	6	7	10	8
Moderate	28	21	25	26
Liberal	37	37	33	30
Radical Left	7	6	5	5
Radical Right	-	-	1	-
No One Political Position	16	22	18	19
No Political Position	3	2	3	6
Other	-	4	1	1
Don't Know	3	1	4	5
Total	100 (N=188)	100 (N=191)	100 (N=152)	100 (N=154)

Table IV.4 deals with a comparison of Time I and Time II self-declared political attitudes. For both men and women there seems to be little in the way of significant shifts. Similar to Time I the largest single group of graduate students view themselves as liberals. The largest percentage shift for the men is found among the moderates (a loss of 7%). The greatest gain among the men is a six percent (6%) shift to the "No One Political Attitude" position. There is even less Time I to Time II change among the female graduate students. There is a slight drop (3%) in the proportion of liberals and a slight gain of three percent (3%) in those who select the "No Political Position" posture. It would appear that the national political events of the past year have not acted as a particularly potent stimulus for dramatic shifts in political alignments. Rather what the data seem to indicate is a further pulling inward on the part of young people. A form of privatism which represents a detatchment from formal institutional alliances be they political, social, or religious.

The Graduate School Experience

We turn now to the analysis of data dealing with factors associated with the decision to attend graduate or professional school.

Table IV.5 illustrates for men and women the time period in which the decision to enroll in graduate school was made.

TABLE IV.5

Sex and Time Period When Decision Was Made to Attend Graduate School

Graduate Students

Time Period	Males (%)	Females (%)
Prior to High School	8	5
During High School	14	10
During First Two years of college	22	19
During Third Year of college	23	17
During Senior Year of college	26	29
After college graduation	7	20
Total	100 (N=184)	100 (N=150)

The majority of all respondents report making the graduate school decision sometime during the sophomore to senior period of college. The largest single group makes the decision during the senior year of college. The one major difference between men and women is found in the post-college period. Women are almost three times as likely as men (20% to 7%) to say that the decision to attend graduate school was made after the earning of the baccalaureate degree. The relative lateness in the decision of women results primarily because they were far less likely than men to anticipate attending graduate school immediately following college graduation. The proportion of men expecting entrance into graduate school upon completion of college was nearly double that of women with similar expectations.

Women, on the other hand, greatly exceeded men in the expectation of full-time career related employment following college graduation.

The last minute decision to enroll in graduate school also explains why fewer women than men were able to attend on a full-time basis or to acquire financial assistance from their graduate departments. Again, it is important to point out that the majority of the female late deciders are Education majors--for it was this group which was least successful in obtaining full-time employment.

Further evidence of sex differences in decisions to attend graduate school can be found in Table IV.6 which deals with the most important reason for the decision to enroll in graduate school.

TABLE IV.6

Sex and Most Important Reason in Decision to Attend Graduate School

Reason	Graduate Students Males (%)	 Females (%)
Earn Credentials Essential to my career goal.	69	69
Increase Earning Potential.	8	5
Enhance Intellectual Growth.	11	11
Give me more time to decide what I want to do.	3	1
Unable to find work related to undergraduate training.	3	5
Unable to find any acceptable job.	-	3
Delay Entering Job market.	1	1
Other	5	5
Total	100 (N=183)	100 (N=150)

The majority of both men and women cite the earning of credentials perceived as being essential to career goal achievement. Men, more so than women, mention the desire to increase earning potential. Few respondents seem to use graduate school as a moratorium period to decide what they want to do with their lives and even fewer use graduate school as a means to escape the job market. A similar proportion of men and women select the "intellectual growth" item as their major reason for attending graduate school. The major difference between men and women is in the selecting of the no available work items. Eight percent (8%) of the women as compared to three percent (3%) of the men say that the job market was the primary reason why they decided to enroll in graduate school.

Table IV.6 does make it clear that college students have internalized the importance of the credentials message. The appeal of higher education is not its potential for providing intellectual growth and development, but rather the providing of certification for career entrance. No doubt with an increase in the numbers of young people attending college and a shrinking of attractive employment opportunities the emphasis upon the importance of credentials will escalate. Whether the training received in pursuit of credentials will enhance productivity or quality of one's work is a question which cannot be answered by this research. Nor can we, at this time, speculate upon the outcomes which might result from a lack of fit between the higher occupational expectations of those attending graduate school and a society which has fewer and fewer satisfying careers available to those pursuing work credentials.

The majority of the graduate students expect to continue their studies in the same field and the same school where they were in attendance in the Spring of 1973. Less than seven percent (7%) expect to change schools or fields.

The ultimate degree plans of the graduate students are presented in Table IV.7.

TABLE IV.7

Sex and Ultimate Degree Plans

Ultimate Degree		Graduate Students Males (%)	 Females (%)
MSW, MED, MA, MS		28	54
PhD, EdD, ScD.		27	27
LLB or JD.		22	3
MD		11	4
OTHER*		12	12
	Total	100 (N=190)	100 (N=153)

*Including inter-disciplinary non-research degrees and those saying that they are uncertain as to degree plans.

In general, women have far lower degree goals than do the men. The majority of women (54%) expect to end their formal education with the attainment of the masters degree. Men are three times more likely than women to seek a degree in medicine and seven times more likely to pursue a professional degree in the field of law. The proportion seeking the doctorate degree are similar--twenty seven percent (27%). The sex differences would be expected given the fact that the majority of the women did their undergraduate work in the fields of Education, Social Science, and the Humanities. Further, as we learned in the first phase of this research, most women anticipated careers in people helping fields--fields in which the M.A. is usually an acceptable degree for career entrance.

Nearly half (47%) of all female graduate students are pursuing degrees in one of the many education related fields. The largest groups are those in Elementary Education (20%) and those in Secondary School academic subject fields (also 20%).

Almost twenty percent (20%) are seeking degrees in either Social Work, Guidance and Counseling, or Library Sciences.

The degree pursuits of the men are far more eclectic. The largest single group (21%) are seeking law degrees. Some fifteen percent (15%) are in medical and dental associated fields. Twelve percent (12%) are in Education; ten percent (10%) are in Business and Administration degree programs. Seven percent (7%) are in Engineering graduate programs. Another fifteen percent (15%) are pursuing graduate degrees in some specialty in Psychology or one of the Social Science disciplines. The remaining male graduate students are fairly evenly distributed among the various Physical Sciences and the Humanities.

The career plans of the graduate students have undergone some modifications since the time of college graduation. The greatest change has occurred among the women:

43% of the men compared to 33% of the women report that occupational plans are exactly the same now (one year later) as they were when the respondent graduated from college.

42% of the men compared to 51% of the women say that their occupational plans are "somewhat the same."

9% of the men compared to 11% of the women report that occupational plans are no longer the same as they were at the time of college graduation.

There is, then, some evidence of change in the career plans of most graduate students. For most, the changes seem to represent minor modifications with only a few reporting that their plans are quite different from what they were in the Spring of 1972. Women graduate students do express the least stability in career plan intentions. The greater change in career plans of the women reflects their experiences in the post-college labor market.

The problems confronting the women graduate students are compounded by their general financial status. The fact that some might have been denied institutional financial assistance because of the lateness of their applications does not make the cost burden any lighter. Nor can the women be held responsible for a job market which did not facilitate opportunities for full-time employment. The expectation of most college graduates, be they male or female, is that there will be employment for college graduates. As noted earlier in this report, it is the women who are least successful in finding such employment. As a result, they are forced to alter their career plans. The alternatives available are limited since most female college graduates will be competing for jobs in fields which have the greatest surplus of applicants.

Added to the limited labor market is the apparent factor of sex discrimination. Women, then, begin the job search within a restricted job market--further constrained by societal values which give the first priority to male applicants.

For those women who do enter graduate school, there is continuation of the experiences and processes encountered earlier. Women will continue to study in those fields which offer the fewest career alternatives and they will be forced to compete with males in a system biased in favor of men.

Our data show that even when women are not tardy in the submission of applications, they do less well than men in receiving scholarships and assistantships. That women are heavily concentrated in those fields which are limited in the offering of potential financial assistance is not being disregarded. Our impression is that even in those fields where such funds are available, men are given the advantage even though their qualifications and needs are not greater than those of women.

In Table IV.8 are shown the primary sources of financial support for male and female graduate students. Each respondent was asked to select the one financial source which was utilized for most of the funds required to cover the costs of graduate and professional school training.

TABLE IV.8

Sex and Primary Source of Financial
Assistance for Graduate/Professional Training

	Graduate Students		
Financial Source	Males	Females	M > F
	(%)	(%)	
Parental, Family Aids or Gifts	24	12	(+12)
Savings from full-time employment	5	26	(-21)
Part Time or Summer Work	11	3	(+ 8)
G.I. Bill	1	-	(+ 1)
Spouse's Employment	6	4	(+ 2)
NDEA, government or college loans	9	6	(+ 3)
Other repayable loans	1	3	(- 2)
Scholarships and Grants	4	8	(- 4)
Fellowships	9	9	(0)
Teaching or Research Assistantships	22	17	(+ 5)
Other*	8	12	(- 4)
	100%	100%	
	(N=182)	(N=149)	

*Includes combination of financial sources such as part-time work and loans, etc.

There are two specific financial sources where the discrepancies between men and women exceeds ten percent (10%). The major contrast is found in the proportion of men and women dependent upon savings from full-time employment. The difference is twenty-one percent (21%) with women much more dependent on this financial source than is the case with men. In part, this difference can be explained by differences in socioeconomic status of the men and women. Women, as noted earlier, do come from less affluent families. A more important contributing factor, however, is the traditional norm that men are given first crack at whatever financial resources might be invested for higher education. This would be particularly true in the case of investments beyond the baccalaureate degree. Males, as can be seen in Table IV.8, are twice as likely as females to be recipients of familial aids and gifts.

Career Expectations & Preferences

Having looked at several factors surrounding the graduate school experience, we turn to a discussion of a number of career and life associated expectations and attitudes of the graduate students.

The anticipated primary employer of the respondents is, of course, very much correlated with field of study and career choice. We would expect women to show greater concentration in a limited number of work settings since they are more heavily concentrated in a select group of career fields. The largest single group of women (32%) expect, upon completion of their graduate studies, to find employment in either an elementary or secondary school system. The next largest group of women (29%) anticipate employment in either a college, university, or junior college. Ten percent (10%) intend to be employed in a hospital or clinic and another eleven percent (11%) in some type of welfare or social service organization. The great majority (82%) do expect to pursue their careers in one of the four settings described above.

To account for a similar proportion of the men (82%) we need to include six different work settings.

The two settings most frequently selected as potential employers for male graduate students are: professional partnerships - 21% (Women-3%).

Private Profit Making Company or Corporation - 21% (Women-6%).

These are followed by:

College or University - 17% (Women-27%)

Hospital or Clinic - 8% (Women-10%)

Elementary or Secondary School - 8% (Women-32%)

Self-Employed or own professional office - 7% (Women-2%)

Men are not only more evenly distributed in their expectations, but are much more inclined than women to anticipate career settings which offer greater prestige, income, and opportunities for self-determination.

Table IV.9 shows the expected full-time starting salaries anticipated by graduate students once they have completed their formal education. The table also illustrates changes which have occurred in salary expectations between the Time I and Time II phases of this research.

The data indicate general shifting upward in first job expected salaries. In both time periods, men show the higher salary expectations. These differences are understandable given the fact that men will be earning higher level degrees and will be seeking employment in fields and settings which do command higher salaries. Yet these apparent explanations are not sufficient in accounting for the variation between the two sexes. Even when there is control for degree sought and potential employer, the discrepancies in salary expectations remain. As shown in the chapter dealing with employed college graduates, the women do, in fact, earn the lower salaries no matter the work setting.

With few minor exceptions there is consensus between male and female graduate students as to the factors which are most important to achieve a successful post-education career. From Table IV.10 we see that more than a third of both men and women agree that the accumulation of additional skill and experience are of critical importance. The men do place a greater emphasis upon inter-personal manipulative skills (28% for men and 19% for women). This difference makes sense given the earlier observation that men, more so than

TABLE IV.9

Sex and Expected Starting Salary, Time I vs. Time II

	Graduate Students			
	Males		Females	
Annual Salary	Time I (%)	Time II (%)	Time I (%)	Time II (%)
Under $4,999	3	1	2	-
5,000 - 7,999	13	4	48	9
8,000 - 10,999	54	37	42	66
11,000 - 12,999		27		19
13,000 - 14,999	22	16	7	4
Over 15,000	8	15	1	2
Total	100 (N=190)	100 (N=166)	100 (N=153)	100 (N=124)

women, anticipate careers where they will be forced to play the role of decision makers. Both sexes also place some emphasis upon the need for sufficient energy or "drive" if they are to achieve career goals. "Taking Responsibility" is another factor which receives the selection of at least ten percent (10%) of both men and women. Thinking of new ways of doing things or altering ones level of aggressiveness are not seen as critical factors.

An examination of the job attributes and characteristics which respondents feel are of greatest importance to them shows some interesting differences between men and women as well as differences between Time I and Time II. In Table IV.11 we begin with the Time I differences between males and females.

The greatest variation between men and women in Time I is a difference of twnety-two percent (22%) in selection of the "Opportunities to be helpful to others" characteristic. While this characteristic was more frequently selected than most of the others by both men and women, it is the one that shows the widest discrepancy between the two sexes.

"Chance to use special abilities" is the second most frequently selected job characteristic for both men and women. About a fifth of all respondents select this characteristic.

TABLE IV.10

Sex and Most Important Factor in Succeeding in Post-Education Career

Factors	Graduate Students Males (%)	 Females (%)
Having more skill and experience.	35	38
Handling people well.	28	19
Having sufficient drive-energy.	12	15
Taking responsibility.	11	11
Thinking of new ways of doing things.	6	4
Having a great deal of stamina and endurance.	4	3
Being more certain about what I really want to do.	3	4
Being of a different sex.	-	3
Being less outspoken, critical.	-	2
Graduating from a more prestigious college.	1	-
Being more outspoken, critical.	-	1
Total	100 (N=169)	100 (N=124)

The third characteristic most frequently endorsed by all graduate student respondents is: "Opportunity to learn new things" (13% of both groups).

We see, then, that there was general consensus between men and women as to the most important characteristics and attributes of a desired job. Women tend to be more inclined toward the altruistic aspects of a job, but at the same time do seek work settings where one is able to learn and utilize unique abilities. Men do seem to place greater importance upon the more intrinsic aspects of work--endorsing more so than women such factors as freedom from supervision; chance to exercise leadership; and involvement in decision making. The men are also more likely to note the importance of opportunities for career mobility.

The need for a stable and secure future is selected by ten percent (10%)

TABLE IV.11

Sex and Most Important Characteristic in Choosing a Job
Time I vs. Time II

Percent Selecting each Characteristic as Being Important

	Graduate Students			
	Males		Females	
Characteristics	Time I (%)	Time II (%)	Time I (%)	Time II (%)
Opportunities to be helpful to others or to society.	19	25	41	27
Opportunities for advancement.	4	10	1	2
Chance to use one's own special abilities.	19	25	20	29
Stable and secure future.	10	4	9	5
Chance to learn new things.	13	13	13	15
Variety in work assignments.	5	4	5	7
Friendly associates.	2	3	1	2
Avoid high pressure job.	3	1	4	1
Freedom from supervision.	6	5	1	3
Chance to exercise leadership.	5	-	1	3
Chance to make a contribution to important decisions.	5	4	1	1
Making a lot of money.	3	3	1	2
Prestige and status.	2	1	1	-
Chance for leisure	3	1	-	1
Working as part of a team.	1	1	1	2
Total	100% (N=188)	100% (N=166)	100% (N=152)	100% (N=124)

of the respondents. Most of the men and women selecting this item are from lower SES backgrounds.

"Making a Lot of Money" and "Prestige and Social Status" were selected by only a few respondents (less than 3%) as being important characteristics of a job.

Moving to Time II we find little overall change from Time I in the selection of desired job characteristics. "Opportunity to be helpful to others"; "Chance to use special abilities" and "Chance to learn new things" remain the three most frequently selected characteristics.

There are, however, several changes representing shifts toward or away from certain job characteristics. For example, there is a six percent (6%) increase in the proportion of men selecting the "helpful to others" factor. For women there is a decrease of fourteen percent (14%).

The Time I discrepancy of twenty-two percent (22%) between men and women is reduced to a difference of two percent (2%). Both sex groups show an increase in the selection of the "use of special abilities." "Stable and secure future" drops for men (a drop of 6%) and for women (a drop of 4%).

The overall rate of change is similar for both men and women. The three characteristics generating the most change for each sex group are shown below with a sign indicating the direction of the change.

For Men:

Opportunities to be helpful to society - +6%

Use of special abilities - +6%

Opportunity for advancement - +6%

Stable and secure future - -6%

Chance to exercise leadership - -5%

For Women:

Chance to use special abilities - +9%

Being helpful to others - -14%

The graduate experience, over the course of one year, does seem to have some impact upon work attitudes. For men, ideas about the importance of a stable and secure future and chances to exercise leadership show a decline. Perhaps the belief that the graduate degree guarantees some kind of future higher level employment acts to diminish concerns about a stable and secure future. The male graduate student may well be thinking that despite a tight job market, one's chances of employment will be enhanced by the possession of a higher level credential. It may also be that graduate students need to believe that employment is assured with a graduate degree otherwise why the investment in such an expensive and lengthy process.

The decrease in the importance of exercising leadership may be the result of coming to recognize, through interaction with peers, that the completion of graduate school is not sufficient to guarantee jobs where one is able to attain a position of control and power. In Time I the frame of reference was other college graduates. In Time II the frame of reference is more specific--other graduate students in one's own department. Perhaps this experience has the effect of making one more realistic in the assessment of self.

It may also be the case that merely being exposed to the bureaucracy and ritual represented by graduate and professional schools is sufficient to convince some students that chances to exercise leadership are slim indeed.

The increase in the importance of the use of one's own special abilities probably reflects the belief that the graduate school experience will provide the student with certain added skills and abilities, the proposition being that the greater the education, the greater the special skills and abilities acquired. The same explanation would also help account for the increase in importance of opportunities to be helpful to society and for advancement.

We would apply the same reasoning in accounting for the female increase in selection of the special abilities item.

The decrease in altruism among women is no doubt due to the graduate school emphasis upon professionalization and a relatively negative view towards "do-gooders." The decrease, we would speculate, also reflects an attempt upon the part of some women to break away from the stereotype which portrays women as being "naturally more emotional and less rational than men."

Data presented earlier in this chapter pointed out that many women in graduate school feel that they are perceived first as women and only secondarily as students. The reaction, for some women at least, is to take on a posture which will act to dispell the stereotypes of both faculty and male peers. Over the course of the graduate school socialization process, we would anticipate an increase in the proportion of women moving away from an endorsement of the more altruistic and "helping other" aspects of work. Graduate school does have a hardening effect on most students since the emphasis is upon objectivity, empiricism, and a professional outlook. The professional socialization of students demands conformity to and acceptance of disciplinary ground rules. Successful completion of the socialization process is enhanced by both the fulfillment of requirements and emulation of the behavior and attitudes of one's faculty. Women graduate students are faced with the additional problem of overcoming those stereotypes which picture most women as being incapable of handling the demands and pressures of highly skilled specialized careers. The successful female graduate student is too often, we believe, pressured into playing the role of non-female which only tends to confirm the popular belief that women in the professions are really not real women after all.

During the first stage of this research (Spring, 1972) we asked each respondent to express their views with regard to the "place of women." Seven statements dealing with sex role related attitudes were provided and each respondent was asked to indicate whether he or she agreed with the statements.

Table IV.12 presents the statements and the Time I and Time II responses of the male and female graduate students.

TABLE IV.12

Sex and Sex Role Attitudes, Time I vs. Time II

Percent Agreeing with Each Attitude

	Graduate Students			
	Males		Females	
Sex Role Attitudes	Time I (%)	Time II (%)	Time I (%)	Time II (%)
In general, women and men have equal capabilities and therefore, should have equal opportunities for work.	82	88	88	91
In general, women may be equal to men in some areas, but their thinking patterns are different from men, and they are therefore less efficient than men in some work.	37	28	31	18
In general, women are more emotional than men, and this would interfere with their doing certain types of work.	39	35	29	22
In general, the physical characteristics of women make them unqualified for some types of work which are generally available to men.	83	74	77	70
Women are not really "equal" to men; rather, they are different and should, therefore, have different kinds of jobs.	27	15	18	11
Women function best in the roles of wife and mother.	27	20	11	4
A true woman is happiest at home with her children and her husband.	17	12	8	3
N's vary for responses for each statement:	(184-190)		(152-154)	

Prior to a discussion of this table, it might be of some value to review some overall findings from the first study which deal with sex role attitudes.

Briefly, we found that women more so than men held the less traditional views of woman's place and role. Generally, the lower the SES status of the respondent, the more traditional the sex role attitude. More important than SES, however, were the variables of ethnicity and religiosity. Jewish women, Irish Catholic women and women who reported no current religion were least traditional in sex role posture. Black females were most embracing of traditional roles for women.

Among men it was Jews, Blacks, and those reporting no religion who were most rejecting of traditional sex role attitudes.

With these background comments in mind, we turn to the data in Table IV.12.

For both Time I and Time II we see that most men do believe that in general women and men have equal capabilities and should therefore have equal opportunities for work. At the same time a significant proportion of the men also believe that "women function best in the roles of wife and mother," and "a true woman is happiest at home with her children and husband."

The majority of both the men and women agree with the statement:

> "In general, the physical characteristics of women make them unqualified for some types of work which are generally available to men."

Men are more likely to see women as more emotional than men and this believed greater emotionalism is seen as a factor which makes women ill fit for certain types of jobs. Men are also more inclined to view women as possessing unique thinking patterns which would make them less efficient than men.

Generally, though, for both the man and woman, there is an acceptance of the proposition that the sexes are, in fact, equal and deserving of equal employment treatment.

Beneath this surface declaration, however, there are a significant number of both men and women who question the proposition of total sex role equality. Again, the men do so more than the women, but there are also doubting women.

Comparisons of Time I and Time II show a shift toward the less traditional sex role attitudes for both males and females.

The males have still to reach the attitudinal position of the women, but they do show decreases in agreeing that female thinking patterns are different (a decrease of 9%); that women are more emotional (a decrease of 4%); that women are not really equal but different (a decrease of 12%); that women function best as wives and mothers (a decrease of 7%); and that a true woman is happiest at home with spouse and children (a 5% drop). The shift is not dramatic but does represent a willingness to view women in a less than rigid manner. It is interesting to note that the males seem most resistent to changing their attitudes about the greater or different emotional status of women. Fixed attitudes about the physical characteristics of woman as a detriment to employment are more vulnerable to change than are the notions of a female's emotionality.

Time I to Time II changes for women also indicate a shift toward a more eclectic view of women. At the same time more than a fifth of the women (22%) hold on to the greater emotionalism view and eighteen percent (18%) continue to believe that men and women have different thinking patterns, which make women less efficient than men in some types of work.

In order to obtain some information as to the future career expectations of the respondents we asked this question:

> "How do you think you will compare with other people in your occupation as a whole on: amount of money you will earn; recognition by others in your occupation; and opportunity to use your abilities fully at age 45?"

Respondents were able to rank their age 45 projections on a scale from 1 (Bottom) to 9 (top) for each of the three items noted in the question (earnings, recognition, and full use of abilities).

TABLE IV.13

Sex and Career Comparisons Expected at Age 45

Graduate Students

	Earnings		Recognition		Full Use of Abilities	
Rankings	Males (%)	Females (%)	Males (%)	Females (%)	Males (%)	Females (%)
Top (9)	14	9	14	9	35	29
(8)	19	15	21	21	26	24
(7)	28	37	30	23	22	23
(6)	17	14	14	16	10	9
Middle (5)	17	20	15	22	6	10
(4)	4	3	3	3	1	2
(3)	1	1	1	4	-	1
(2)	-	-	1	1	-	1
Bottom (1)	-	1	1	1	-	1
Total	100 (N=185)	100 (N=149)	100 (N=184)	100 (N=149)	100 (N=185)	100 (N=149)

From Table IV.13 we see that for each of the three career associated activities the majority of all respondents fall between (5) the middle and (9) the top of the ranking ladder. The men do have higher salary expectations, although in the case of both sexes three-fourths or more of the respondents do place themselves in the top four salary rankings.

Men do outrank women in the matter of recognition. Sixty-five percent (65%) compared to fifty-three percent(53%) of the women place themselves in the three top positions.

Differences in the full use of one's abilities are minimal, although as in the case of the other two items men are more optimistic than the women.

In general, we find that for all three factors most of the respondents have high career expectations for the future. The great majority place themselves for each factor somewhere between the middle and high range. Only in the case of expected earnings do we find significant differences when there is control for degree being sought. Students pursuing professional degrees in law and medicine do hold higher salary expectations than those seeking to earn the PhD or M.A. level degrees. Although this variation does occur, the data show that for each degree level and type of degree respondents place themselves high on each of the three career factors.

Expectations of relatively high career pay-offs are mixed with expressions of uncertainty as to the future.

In Table IV.14 the graduate students' responses to a question dealing with perceived career obstacles are presented. In this case respondents were asked to identify the three factors, in order of importance, which they feel represent potential career obstacles. Table IV.14 shows only the distribution for the first choice, i.e. the most important factor.

Forty-four percent (44%) of the men and women identify "a lack of job opportunities" and "not knowing what I really want to do." The largest single proportion choose the lack of job opportunities obstacle. The higher selection of this factor on the part of women is indicative of their greater lack of success in finding full-time career related employment. For both sexes we would propose that it is those respondents who sought and did not find work who are most inclined to select this factor.

Men more so than women indicate that uncertainty as to what they want to do is an important potential career obstacle. Analysis of data from the first phase of this study showed significant differences between the sexes in matters of career choice stability. Women made the earlier career choices and were far more likely than men to report that they did not alter their career decisions while in college. In part the greater career stability of women results from their operating within a comparatively limited career field range. Women do see themselves as being more restricted than men in the availability of career alternatives.

The same proportion of men and women make reference to a lack of financial resources and race and social background. Six percent (6%) of the women say that their sex is a potential obstacle. Women are three times more likely than men to believe that "family responsibilities" may act as a barrier to goal attainment. This difference can be attributed to the fact that women, more so than men, will encounter career departures once they marry and have children. In addition, a greater proportion of the women expect to be married with children in five years.

The greater concern of men with a lack of skills (intellectual, career, and personal) results from their higher career goal expectations. For both sexes we find the higher the degree sought, the greater the expressed concern with one's abilities. Since more men than women are expecting to pursue higher degrees, we would anticipate these differences in concerns about abilities

TABLE IV.14

Sex and Perceived Career Obstacles
Percent Selecting Each as most Important

Obstacles	Graduate Students Males (%)	 Females (%)
Lack of job opportunities.	26	33
Not knowing what I really want to do.	18	11
Lack of financial resources.	8	8
Lack of ability to make it in my field.	2	1
Lack of necessary career skills.	5	1
Lack of necessary intellectual skills.	8	3
Lack of necessary personal skills.	7	2
Being a woman.	-	6
My race or social background.	1	1
Family responsibilities.	4	13
Lack of cooperation of spouse.	3	1
Poor training in college.	4	4
Selection of wrong undergraduate major.	5	1
Other*	9	15
Total	100 (N=183)	100 (N=151)

and skills.

Life Style Preferences

In defining the structure and substance of the life styles they would like to be living in five years, the men and women do show several significant differences. For example, more than half of the women (53%) say that a "good family relationship" is the most important ingredient of the life style they seek. Less than a third (32%) of the men select this same factor as being most important. A good family relationship is, however, the factor which does receive the greatest support from all respondents.

Twice the proportion of men as women (18% to 9%) say that "freedom to pursue one's own interests" is the critical factor in defining their future life style.

Men, again at an approximate two to one rate (17% to 8%), place the greater emphasis upon the importance of "opportunities for meaningful work." Factors such as a "favorable geographical location"; "steady, secure employment"' and "access to art, music, theatre"; account for less than eight percent (8%) of all most important factors.

In summary, there are both differences and similarities between the two sex groups. Both place the greatest emphasis upon good family relationships and both deny the importance of access to the fine arts, a specific geographical location, and steady, secure employment.

Men are more prone than women to express a need for opportunities to explore their own interests and to find meaningful work.

In comparison to their parents, most respondents see themselves as living a different type of life style. A third of both the men and women say that their preferred life style will be very similar to that of their parents. Forty percent (40%) of both sexes believe their own life styles will be quite unlike that of their parents. The remainder (29% of the men and 24% of the women) fall into the middle with about half indicating a similar life style but with less emphasis upon possessions, and the other half with a desire for more in the way of possessions. Further analysis shows that respondents from less affluent family backgrounds are the ones who will most frequently say they anticipate life styles quite unlike those of their parents or life styles somewhat similar to parents but with more emphasis upon the accumulation of possessions. The opposite generally holds true for those students of mid-high and high SES backgrounds.

Nearly half of the graduate students show a preference for a "balanced life style." By balanced we mean a life style which is balanced evenly between private and public life; a life style which includes participation in select community activities such as political and social organizations. The emphasis is upon interaction with a wide range of people as opposed to involvement with a smaller and select group of close friends.

About a fifth of the graduate students show a preference for a more "private life style," associations being limited to a small but select group of friends and members of one's family. Those endorsing the more private life style do not anticipate active involvement in formal organizations and expect to keep at a minimum activities which do not include all family members.

A little less than a fifth say they prefer a life style, at least for the immediate future following completion of formal education, which excludes having a family or being tied down by formal organizational alliances. The emphasis is upon "hanging loose" and the freedom of geographical mobility.

The remaining graduate students are evenly divided between those who do intend to have families in the immediate future but wish to devote the bulk of their time in working toward the elimination of social problems and social inequities; and those who expect that family relationships will suffer as a consequence of the respondents' involvement in social problem resolving effort

There are no significant differences between men and women in the life style preferences discussed above. Nor has there been any serious change in these life style preferences during the one year interval between the Spring of 1972 and the Spring of 1973.

Only a few of the graduate students (5% of the men and 5% of the women) say they do not expect to marry or have children. The majority, as noted in Table IV.15 believe that it will be necessary for their families to be somewhat affected by and adopt to the respondents' career needs.

TABLE IV.15

Sex and Ideal Relationship Between Work and Family

Percent Selecting Each

	Graduate Students	
Relationship	Males (%)	Females (%)
Do not expect work to interfere with my family/home life.	21	20
Expect it will be necessary for family/home life to be somewhat affected by my career needs.	54	50
Expect family/home life to accept fact that my career will keep me busy and perhaps away from home.	5	4
Expect I will need to adapt career needs to family/home life.	15	21
Do not expect to have family.	5	5
Total	100 (N=188)	100 (N=153)

Six percent (6%) more of the women than men (21% to 15%) believe it will be necessary to adapt career needs to the demands and expectations of their families.

Few believe that career involvements will demand family acceptance of absence from the home on the part of the respondent.

Once again, the data indicate that for the majority of respondents home and family life are critical to projected life styles. While work and career goals are salient, they are not to be pursued at the expense of relationships with one's family. We see also that at least in the matter of overall life style preferences and expectations that there is little difference between male and female respondents.

Personal Goals & Satisfaction

The importance of family relationships and meaningful work for these respondents is further noted by answers to a question dealing with certain goals the respondents wish to attain in their lives.

Of the seventeen alternatives proposed the item, "to have a close family relationship" was most frequently selected as being most important. Over a fourth of the men (28%) and a third (33%) of the women chose this goal. The second alternative most frequently selected (by 23% of the men and 24% of the women) was "to do something which I consider useful." "To be a good parent" was the third choice of respondents with women slightly more likely than men selecting this goal (8% of the men and 14% of the women). Other alternative goals which received endorsement from at least five percent (5%) of both males and females were:

To be helpful to others (7% for females-6% for males)

To have good close friends (7% for females-6% for males)

To have freedom from pressure to conform in my personal life (6% for females-7% for males)

To do something important (5% for females-8% for males)

Other alternatives either not selected or receiving the endorsement of few graduate students were:

To have plenty of time for leisure activities.

To have a big family.

To have enough money to live well.

To be active in community organizations.

To live with others in a communal life style.

To live in a good neighborhood.

To be able to travel.

To attend concerts, plays and other fine arts events.

To have a nice well-furnished home.

With regard to career-related long range goals we find few graduate students who express a desire to ever author a book; have a great deal of authority; publish in a magazine or professional journal; be a leader in a community organization; make a theoretical contribution to science; make a contribution to technology; make at least $20,000 a year; become well known nationally; be influential in public affairs; become famous or eminent or be elected to a high office in a professional organization; have poems, novels or short stories published; produce original paintings, sculptures, etc. or have a musical composition played or published.

The achievements sought while not minimal are more of a local than a cosmopolitan nature. About a fifth of both the men and women hope to contribute some innovation to their field; some fifteen percent (15%) seek to become well known in their field; another fifteen percent (15%) aspire to become authorities in a special subject within their career field; and ten percent (10%) of the men hope to develop a successful business.

The career related goals which show the largest variation between men and women are:

> Being influential in public affairs (7% of the men and 1% of the women)
>
> Developing a self-owned successful business (10% of the men and 3% of the women).
>
> Becoming an authority on a special subject within one's career field (17% of the women and 11% of the men).

No matter their career or life style preferences most graduate students are optimistic about their chances of ultimately achieving their view of the good life. The data also suggest that if anything the past years experience has contributed to the belief that the good life is indeed quite attainable.

We see in Table IV.16 that during both the Time I and Time II stages of the study the great majority of respondents felt that attainment of the good life was quite feasible. Over two-thirds of the men and women in Time I felt that it was through hard work that one's life goals could be achieved. One year later we find a very sharp drop (22% for the men and 17% for the women) in those taking the position that outcomes will be enhanced by diligence in one's work. What we find rather is a doubling in the proportion of respondents who now believe that the good life is very attainable without "hard work."

We can only speculate as to the reasons for this significant change in attitudes. Perhaps it is the belief that with a higher academic and professional degree one's career worth is automatically confirmed and access to the good life is more or less assured. It may also be that the experience of graduate school has taught many students that hard work is not as important a factor as are interpersonal and career skills. The observed shift does not seem to reflect a lowering of expectations or dramatic switches in life style preferences. As we have noted earlier in this chapter, both career goals and life style expectations have remained fairly constant. Even the women, who more so than the men, have encountered post-college career disappointments and

TABLE IV.16

Sex and Attaining the "Good Life", Time I vs. Time II

Graduate Students

	Males		Females	
	Time I (%)	Time II (%)	Time I (%)	Time II (%)
Very attainable	24	48	22	40
Attainable through hard work	67	45	73	56
Difficult-only slight possibility	7	6	5	4
Impossible	2	1	-	-
Total	100 (N=190)	100 (N=190)	100 (N=153)	100 (N=153)

frustrations, show a marked increase in believing that life goals are easily attainable. Whatever the reasons, the past years experiences have not dampened the expectations or spirits of the graduate students.

The general climate of optimism represented by the data presented above should not be interpreted to mean that all graduate students are completely at peace with themselves or the society. There are some who have serious doubts about their own abilities and career related decisions already made. The past year's experience has generated some disenchantment with the functioning of the social system and raised some serious doubts as to the availability of sufficient jobs to meet the needs of the American people

Two-thirds of the graduate students agree with the statement, "I don't believe every person who wants work can find it." More than a fourth (22% of the men and 29% of the women) say that the experiences of the past year have led them to have less faith in the quality and structure of our social system.

Almost a fifth report that they would have selected a different academic major if they had the knowledge acquired during the past year.

Still despite the disenchantments and doubts, the vast majority (87% of the males and 93% of the females) of the graduate students report that the experiences of the past year have left them more confident in their ability to achieve their goals.

Little change has occurred during the one year interval between college graduation and the first year of graduate school in the kinds of factors which the respondents see as potential barriers to goal attainment.

During the first phase of the research about a third of the respondents stated that "external" factors such as war, racial conflict, economic conditions, etc. would be most influential in determining life goal outcomes. A third placed the emphasis upon "personal" factors such as lack of ability, personal problems, sex, race, etc. as the factors which might prohibit goal attainment. A fifth denied the potential of either external or personal problems and the remainder felt it could be a mixture of both external and personal factors.

One year later we find an almost exact distribution with little variation between men and women.

There are personal characteristics which the respondents would like to change about themselves if they could.

In Table IV.17 below we show for both men and women the distribution of responses to an open-ended question which asked:

> "If you could change any one thing about yourself, what one thing would you most want to change?"

Reaction to the distribution of responses in Table IV.17 will no doubt be mixed. For those who believe that every individual should continuously strive for self perfection and growth, the responses of the graduate students should be viewed in a positive fashion. For those who view expressions of discomfort with self as a predicted outcome given the current status of our society, the data provided in Table IV.17 should be equally satisfying. No matter one's own personal biases, we do find that only a handful of respondents say that they would change nothing about themselves.

The proportion of men expressing satisfaction with current self is twice that of women. An equal number of men and women make reference to desired changes beyond self, changes which, for the most part, deal with more global issues.

The remainder of the respondents, about eighty percent (80%), do propose some self-desired change. The change in self most frequently mentioned deals with personal insecurity. Of interest here is the fact that almost twice the proportion of women as men (14% to 23%) make reference to insecurity. This finding is not surprising, given the experience of these women in their attempt to find meaningful and field related full-time employment and their experiences in graduate school which a number see as yet another example of institutionalized sexism. The greater perceived insecurity of the graduate student women also makes sense when it is understood that many of these women are made to feel that they are intruders and to some extent deviants. They are where women are not supposed to be, pursuing a life style which does not mesh with traditional expectations. It is not surprising then that women much more so than men do express feelings of personal insecurity.

Both sexes are similar in expressing a desire for being more aggressive (10% of the men and 9% of the women). Men are somewhat more likely than women to identify physical appearance as an area of desired change. Dissatisfaction with being less than ambitious and not sufficiently "open-minded"

TABLE IV.17

Sex and Desired Self Change

Factors	Graduate Students Males (%)	 Females (%)
Feeling of insecurity.	14	23
I would be more aggressive.	10	9
Physical appearance.	13	8
General laziness.	8	7
I would be more open-minded.	7	7
Alter some current interpersonal problem.	4	2
I would be more easy-going.	3	6
I would be more future oriented.	2	4
I would be more realistic.	2	4
I would be more humble.	2	4
Combination of desired changes-general change.	11	8
Nothing.	12	6
*Other	12	12
Total	100 (N=176)	100 (N=143)

*Including primarily references to external factors i.e. world peace, understanding, love and compassion among all people, etc.

are the two other personal problems most frequently mentioned by the graduate students. The remaining problem factors are referred to by only a small number of respondents. For both men and women almost half of the desired changes center about three areas: feelings of insecurity; being more aggressive and alterations in physical appearance. The most significant contrast between men and women is with a desire to change feelings of insecurity.

The data presented on the expectations, feelings, and aspirations of graduate students appears to represent a picture of contradictions and confusion. On the one hand, these people see themselves as having personal shortcomings and problems. They do see a variety of external and internal factors which might well deter them from the attainment of social, personal, and career goals. At the same time the experiences of the past year have contributed strongly to feelings of self-confidence in the attainment of these goals. In fact, as we have noted earlier, a significant number of graduate students have become more firmly convinced that life goals are attainable even without the investment of hard work.

Our explanation for this apparent contradiction is, by necessity, speculative. We would suggest the proposition of relative deprivation. Simply stated, no matter the doubt and uneasiness felt by many graduate students, they do see themselves as somethat better off than most people in our society. True, many of these students do have feelings of anxiety and insecurity. It is also true that a significant number are less than enthusiastic about the condition of the society. Still, when they compare themselves with others; peers, parents, and strangers, they see themselves in a relatively good and wholesome position.

Two other pieces of data dealing with the self-assessment of the graduate students will conclude our discussion of the status of these respondents at the time they were interviewed in the Spring of 1973.

Table IV.18 shows the distribution of responses to the following question:

"Taking into account all aspects of your present life style, are you happy with your current status?"

TABLE IV.18

Sex and Degree of Happiness with Current Status

	Graduate Students	
	Males (%)	Females (%)
Very Happy	34	32
Fairly Happy	53	58
Not too Happy	9	5
Not Happy	4	3
Very Unhappy	-	2
Total	100 (N=188)	100 (N=152)

Again we see further evidence of general satisfaction with self among the graduate students. A similar proportion of men and women evaluate themselves as being very happy or fairly happy.

In the final table to be discussed in this chapter information is provided on the criteria the respondents utilized in assessing their happiness status.

Table IV.19 shows the criteria selected by each respondent as being most important in considering their answer to the happiness question.

TABLE IV.19

Sex and Criteria Utilized in Assessment of Happiness

Factors	Graduate Students Males (%)	 Females (%)
Feeling in control of your life	25	24
Love relationships	19	26
Relationship with Family	18	19
Feeling of Accomplishments at school	18	9
Relationships with Friends	10	7
Feelings of Accomplishments at work	4	7
Religious Beliefs or Activities.	3	3
Status at work	2	2
Financial Security	1	3
Total	100 (N=189)	100 (N=154)

Three factors account for about two-thirds of the most important choices of the respondents: feeling in control of your life; love relationships; and relationships with family. Among these three factors only the love relationship items shows any real difference between males and females with women showing the greater concern (18% of the males and 26% of the females).

The men are twice as likely as the women to refer to in-school accomplishments (18% to 9%). This variation, in all probability, reflects the differences in the status of men and women in graduate school. The men are more likely to have financial aid; they more so than the women anticipated entrance into graduate school; and given the differences in career aspirations, they have more of an outcome dependency upon graduate school experiences.

Women, on the other hand, place a stronger emphasis upon work associated factors (12% for women and 7% for men). More women than men are working part-time while attending school and more women than men anticipated immediate post-college full-time employment. For this time period at least, graduate school has greater meaning and provides more in the way of satisfaction for the men than it does for the women.

CHAPTER V

THE RESPONDENTS: A COMPARISON OF GRADUATE STUDENTS, THE FULL-TIME EMPLOYED, AND OTHERS

In the chapter dealing with the career status of respondents at the time of the follow-up study we noted that there were three groups: those employed full-time; those enrolled in graduate or professional school; and a third group consisting of those who were unemployed, those working part-time, those in the military service, those in VISTA or Peace Corps, and those engaged in some activity not including graduate study or full-time employment.

As noted earlier the largest group are represented by those who were employed full-time, whether in a job related or unrelated to their undergraduate field of study. Next are the graduate students, a little more than a fourth of all respondents; followed by the "other" group representing about seventeen percent (17%) of the total sample.

Of the total sample less than five percent (5%) are unemployed, not in graduate school, or not involved in some national service activity. Only two percent (2%) report that they are unemployed by personal choice.

Our purposes in this chapter are two-fold: first to point out differences and similarities in certain background characteristics of the respondents who are in each of the three situational categories; secondly, to identify the ways in which the differential experiences of the full-time employed and the graduate students appear to have influenced changes in attitudes, values, expectations, and personal assessment.

The two preceding chapters have dealt specifically and in detail with the graduate students and full-time employed. It is our feeling that a chapter showing similarities and differences between the two groups would be of interest to the reader. Obviously, although we do not intend to review material already covered, some repetition is unavoidable.

Background Characteristics and Attitudes

We begin with Table V.1 which shows the relationships between sex, socioeconomic status, and career situation at the time of the follow-up survey.

For both men and women those with high SES backgrounds are highest in graduate school enrollment. The reasons are three-fold: first, students of more affluent backgrounds possess more in the way of financial resources necessary for higher education; secondly, students from higher SES families are probably more likely than others to be exposed to attitudes and pressures which enhance educational mobility; thirdly, students of higher SES backgrounds, more so than others, were enrolled in undergraduate majors where post-college formal education is an expected and natural outcome.

Women of the lower SES backgrounds are most heavily concentrated in the

TABLE V.1

Sex, SES, and Career Situation

Percent in Each Career Situation

SES-Males	Employed (Full Time) (%)	Graduate School (%)	Other (%)	Total (%)	(N)
Low	56	25	19	100	(116)
Mid-low	58	30	12	100	(144)
Mid-high	58	26	16	100	(156)
High	52	36	12	100	(216)
Total	55	30	15	100	(632)
SES-Females	(%)	(%)	(%)	(%)	(N)
Low	61	17	22	100	(132)
Mid-low	63	19	18	100	(181)
Mid-high	55	21	24	100	(179)
High	58	30	12	100	(193)
Total	60	22	18	100	(685)

full-time employment grouping. In part, their situation is explained by the fact that women of the low SES group are highly likely to be married mothers. They are also more likely to be divorced or separated. Hence, their situation is such that full-time employment would have to be a continuing and critical necessity. Unfortunately many of these women are education majors--the group which was least successful in securing career related full-time employment. These are the people for whom the undergraduate educational investment was most difficult because of financial and familial conditions. These are also the people who were most dependent upon the baccalaureate credentials as a direct means for occupational entrance and occupational mobility.

In contrast to the women of low SES are the women in the mid-high SES group. A little more than half (55%) are employed full-time--lowest for all four female SES groups and highest in the "other" category. Unlike their more affluent sisters they are not over-represented in graduate student enrollment. Their greater presence in the "other" group is not explained by familial responsibilities since only five percent (5%) are mothers--the same proportion of mothers which are found in the mid-low SES group. They are, however, less likely to be single and more likely to be married or unmarried but living with someone. Their relative affluence combined with the earnings of a partner and a comparative lack of pressure to support a child all appear to enhance freedom from full-time career involvements. The women in this group, more so than all others, report that they are unemployed by personal choice and have spent the year either travelling or just "relaxing". The women in the mid-high SES group both by personal choice and financial position appear to be most inclined toward the fulfillment of traditional middle-class expectations for female college graduates. Although the differences are not great, these women are, as the data indicate, most involved in home centered career pursuits.

These outcome data also provide some interesting information about the discrepancies between expressed preferences and actual behavior. In the first stage of this study we learned that the lower the SES of women, particularly Black women, the greater the support for traditional female sex roles, that is, an endorsement of the view that women are, by nature and socialization, best fitted for roles of mother and wife, that women lack the intellectual, physical, and emotional components that would enable them to compete as equals with men in the labor market. The outcome data show some reversals. The lower income women, particularly Black women, are highest in working full-time and very similar to mid-high women in graduate school attendance. On the other hand, the mid-high SES women who were strong advocates of female liberation and independence are most frequently found in the non-career involvement category. The group which shows the greatest consistency between expressed preferences and behavior are the women of the highest SES status. They were strongest in endorsement of non-traditional sex roles and are more so than all other women, to be engaged in career related activities.

Respondent's sex, as we have already noted, does play an important part in predicting career status one year following college graduation. Similarly, the respondents' undergraduate major field of study is also strongly associated with variations in career status. The impact of both these variables can be observed in Table V.2.

Since relationships between field of study and career status of those employed and those in graduate school have been discussed in some detail in the two previous chapters our intent here is to briefly review and summarize.

In six of the eight fields where comparisons are possible, we find that a greater proportion of the women are employed full-time. In one field (Business Administration) the proportion are exactly alike (70%); and in one (Education) the men are higher on full-time employment. The opposite is the case for graduate school enrollment where we find that men in seven of the eight fields show the higher rate of enrollment. The one exception is Education where the difference is slight (3%). This one exception, as noted earlier, is explained by the inability of large numbers of female Education majors to find employment in their field. The inability to find work was the major stimulus for graduate school attendance for many of these majors. The reader should also keep in mind that while women are more likely than men to be employed they are significantly less likely than men to be holding field related full-time jobs.

We find also that students who majored in the hard sciences (Biology and the Physical Sciences) be they male or female have the highest probability of moving directly from college to graduate study. The hard sciences are followed in decreasing order by Psychology, the Humanities, and the Social Sciences in graduate school enrollment. The greatest variation between males and females in graduate study is found among Psychology majors--a difference of twenty-six percent (26%) with men more than twice as likely than women to be in graduate school.

Interesting and significant contrasts are shown in Table V.2 for those whose career status is found in the "other" category. Again, the "other" category includes those employed part-time, those in military service, those unemployed whether by personal choice or circumstance, and all others not in graduate school and not employed full-time.

TABLE V.2

Sex, Field of Study, and Post-College Career Status

Undergraduate Major	MALES				FEMALES			
	Full-Time Employed (%)	Graduate School (%)	Other (%)	N	Full-Time Employed (%)	Graduate School (%)	Other (%)	N
Business Admin.	70	15	15	(79)	70	10	20	(10)
Engineering	69	20	11	(88)	-	-	-	(2)
Education	70	17	13	(101)	59	20	21	(338)
Agriculture	-	-	-	(5)*	-	-	-	-
Health Prof.	-	-	-	(5)*	87	10	3	(30)
Physical Science	44	48	8	(50)	63	33	4	(30)
Biological Science	35	53	12	(43)	44	39	17	(36)
Psychology	36	49	15	(41)	61	23	16	(66)
Social Science	46	35	19	(123)	59	22	19	(59)
Humanities	50	32	18	(66)	53	26	21	(90)
Other	49	28	23	(35)	67	15	18	(33)
Total	55	30	15	(636)	60	22	18	(694)

*Smallness of the samples prohibits meaningful analysis.

We find that for men it is primarily those who majored in the Social Sciences, Humanities, and other (Fine Arts, Inter-disciplinary Social Science programs, and Human Development) who are most frequently found in the "other" career status grouping. A similar pattern is found among the women with the exceptions of Business Administration, Education and Psychology majors. The small number of female Business Administration majors makes further explanatory analysis futile. For the women who were Education majors their over-representedness in the "other" category is due primarily to their inability to find full-time employment.

There are some sex based similarities and differences in the factors which account for the heavier concentration of Social Science, Psychology, and Humanities majors in the part-time, non-employed, and non-graduate school category of "others".

A major difference between the two groups is marital status. Many of the females in the other category especially among the lower SES group, are married, and hence, less likely to be at work or in school.

Comparisons by SES show that the lower the SES background of those in the "other" group, the greater the probability that they are people who are unemployed not by choice.

For both men and women, but significantly more so for men, being in the "other" category is associated with a lack of career crystalization and indecisiveness with regard to future career plans. Based upon data obtained in the first phase of this study as well as data collected in the current project, we know that degree of career plan stability and consistency are associated with sex and field of study. Briefly, women, for a number of reasons discussed in our first report, make the earlier career decision, are less likely to alter career goal plans, and are more certain as to the desired substance and structure of that career.

Variations in career crystalization are also very much connected to field of study. Those most vague about career futures; those least clear in ability to define precisely what they want to do with their futures; those most likely to say they lack "clear and positive aims" are individuals who majored in the Social Sciences, Psychology, Humanities, Fine Arts, Social Welfare, Human Development, and so forth. Majors in the hard sciences and in the undergraduate professionally oriented fields of Education and Engineering show far less in the way of career and future ambiguity.

In conclusion, then, a major difference between the males and females in the "other" group is marital status. They have in common that they were enrolled in similar fields of study in college. They have in common doubts as to just what they want in the way of careers and career settings. They do differ in degree of uncertainty with the males being more ambivalent than the females.

In the three tables which follow we will be looking at differences and similarities in select attitudes and values of those in graduate school and those employed full-time. Table V.3 shows both the Time I and Time II political attitudes of males and females in the two career status groups.

TABLE V.3

Sex, Career Status, and Political Attitude, Time I vs. Time II

	FULL-TIME EMPLOYED				GRADUATE STUDENTS			
	Males		Females		Males		Females	
Political Attitude	Time I (%)	Time II (%)	Time I (%)	Time II (%)	Time I (%)	Time II (%)	Time I (%)	Time II (%)
Conservative	10	11	8	4	6	7	10	8
Moderate	30	25	27	26	28	21	25	26
Liberal	31	27	32	30	37	37	33	30
Radical Left	4	3	1	1	7	6	5	5
Radical Right	-	-	-	-	-	-	1	-
No one Political attitude	19	25	22	24	16	22	18	19
No political attitude	4	4	7	7	3	2	3	6
Other	1	3	-	1	-	4	1	1
Don't Know	1	2	3	7	3	1	4	5
Total	(100) N=354)	(100) N=353	(100) N=414	(100) N=416	(100) N=188	(100) N=191	(100) N=152	(100) N=154

Time I variations for the males are quite small. The greatest variation being six percent (6%) with men going to graduate school leaning more toward the liberal orientation. The employed males are a little more conservative in political posture. There is even less of a difference among the two groups of women. They are generally more inclined to an independent or apolitical position than the men.

Time II comparisons do show some shifts although hardly dramatic. For employed males there are drops of five percent (5%) from moderate and four percent (4%) from liberal to the posture of independent or some other unidentified political position.

For employed women there is a decline in affiliation with the conservative view and an increase in "Don't Know."

For graduate student males the shift is slight with some seven percent (7%) shifting from a moderate to either independent or other political posture. Similarly, whatever changes occur among graduate women are in the direction of an independent or apolitical direction.

The changes, then, are not dramatic, but they are fairly consistent. People who change move away from a specific political ideology or affiliation to a more independent or less specific political outlook. Given the national political events of the past year, we would speculate that were we to return to our respondents in the Spring of 1974 we would find a continued, and perhaps more significant, move to political neutrality or traditional political disaffiliation.

Tavle V.4 deals with the current religious preference of graduate students and the full-time employed.

TABLE V.4

Sex, Current Religious Preference, and Career Status

Current Religious Preference	MALES			FEMALES		
	F.T.E. (%)	Graduate School (%)	N	F.T.E. (%)	Graduate School (%)	N
Protestant	68	32	(206)	75	25	(229)
Catholic	69	31	(119)	75	25	(149)
Jewish	39	61	(36)	66	34	(32)
Other	63	37	(32)	75	25	(40)
None	65	35	(150)	69	31	(118)
Total	65	35	(543)	73	27	(568)

For both men and women, Jews show the highest rate of graduate school enrollment. The most striking contrast, however, is found when Jewish males are compared with all respondents no matter religious preference. Jewish males are almost twice likely as all others to be enrolled in graduate school one year following college graduation.

For the females, it is Jewish women and women of no religious preference who are highest in graduate school enrollment. Of particular interest here is that although Jews in general do show the greater propensity toward educational mobility, Jewish males far out distance Jewish females in graduate study involvement.

The data in Table V.4 would more than suggest that both ethnicity-religiosity and sex are critical variables in the prediction of post-college career status.

Table V.5 deals with sex role attitudes as reported in the follow-up phase of the research. In the preceding chapters we have already dealt with the changes in attitudes which might have occurred between Time I and Time II. Here our focus will be upon a comparison of the two career status groups.

We see first that whether they be in graduate school or employed full-time the males hold the more traditional and conservative sex role attitudes.

TABLE V.5*

Sex, Career Status, and Sex Role Attitudes

Percent Agreeing with each statement

	Full-Time Employed		Graduate Students	
	Males (%)	Females (%)	Males (%)	Females (%)
In general, women and men have equal capabilities and, therefore, should have equal opportunities for work...	73	91	88	91
In general, women may be equal to men in some areas, but their thinking patterns are different from men, and they are therefore less efficient than men in some work....	40	21	28	18
In general, women are more emotional than men, and this would interfere with their doing certain types of work..............................	44	31	35	22
In general, the physical characteristics of women make them unqualified for some types of work which are generally available to men............	81	73	74	70
Women are not really "equal" to men; rather, they are different and should, therefore, have different kinds of jobs..............................	25	16	15	11
Women function best in the roles of wife and mother....................	24	7	20	4
A true woman is happiest at home with her children and her husband.......	15	6	12	3

N's vary for responses to each statement:

F.T.E. Male (N's range from (347-352)
F.T.E. Female (N's range from (411-414)
GRAD Males (N's range from (184-190)
GRAD Females (N's range from (152-154)

At the same time there are some significant differences in sex role attitudes which emerge when we do control for career status. In each instance those in graduate school, be they male or female, hold the less traditional sex role view. There is also much more in the way of sex role attitudes consensus between men and women in graduate school than is the case for men and women who are employed full-time. The single sex role statement which generates the greatest disagreement between employed men and women is the one that deals with the "different thinking patterns of men and women" (a discrepancy of 19%). Among graduate students the statement "women function best in the roles of wife and mother" produces the widest attitudinal variance (16%).

As would be anticipated differences in sex role attitudes are associated with both sex and career status. Those going on to graduate school, as noted in Table V.5 hold the more equalitarian position. As we also point out in Table V.5, females, more so than males, embrace the more eclectic sex role orientation. These same patterns were found in the Stage I analysis. Again, women and those who went on to graduate school were most likely to reject traditional stereotypic sex roles. The greatest differences in both Stage I and Stage II do not occur between men and women no matter career status position. Nor is the major discrepancy between those women involved in full-time employment and those attending graduate school. Rather, for both Stage I and Stage II the most significant differences are found among the men. Men in graduate school, though they be less accepting of non-traditional sex roles than women in graduate school, are far more flexible then employed males. Their position is in fact closer to that of employed women than it is to employed men or graduate student women.

Career Concerns

Turning to data dealing with various dimensions of career concerns, we find few differences between the two groups with regard to the factors perceived as being most important to job success.

Both groups and both sexes place the heaviest emphasis upon the importance of "having more experience," and being able to "handle people well," followed by possessing the necessary "drive". These three factors account for over two-thirds of the choices made from a list of fifteen items. There are two important variations in the degree to which these three factors were selected.

Graduate students, by a difference of ten percent (10%), were higher in selection of the need for more experience. Women in graduate school by a difference of seven percent (7%) were less inclined to select the factor which stressed the importance of an ability to "handle people."

In Table V.6 are presented the responses to a question dealing with the most important characteristics of a job. The table allows for the noting of comparisons between and among men and women in both career status groups.

Generally the responses of all respondents tend to cluster around the same four job characteristics. Almost three-fourths of all first choices are assigned to the following job characteristics:

TABLE V.6

Sex, Career Status, and Most Important Characteristic of a Job

Job Characteristic	Full-Time Employed		Graduate Students	
	Males (%)	Females (%)	Males (%)	Females (%)
Opportunities to be helpful to others and useful to society	17	35	25	27
Opportunity for advancement	16	6	10	2
Chance to use one's own special abilities	19	30	25	29
Stable and secure future	7	4	4	5
Chance to learn new things	15	14	13	15
Variety in work assignments	5	2	4	7
Making a lot of money	5	2	3	2
Chance to make a contribution to important decisions	3	1	4	1
Chance to exercise leadership	3	-	-	3
Avoiding high pressure job	3	2	1	1
Freedom from supervision in my work	3	1	5	3
Friendly associates	2	2	3	2
Chance for leisure	2	1	1	1
Prestige and status	-	-	1	-
Working as part of a team	-	-	1	2
Total	100 (N=351)	100 (N=410)	100 (N=166)	100 (N=124)

Being helpful to others and useful to society - 26%

Chance to use special abilities - 25%

Chance to learn new things - 14%

Opportunity for advancement - 9%

We also see from Table V.6 that there is much more in the way of value consensus between men and women in graduate school than between the employed men and women. The item which produces the widest split in opinion between graduate men and women is opportunity for advancement. The difference is eight percent (8%) with males being more inclined to emphasize career mobility.

There are three job characteristic items which generate male-female differences in excess of eight percent among the employed:

Being helpful to others and useful to society - a difference of 18%.

Chance to use special abilities - a difference of 11%.

Opportunity for advancement - a difference of 10%.

While there are differences between those in graduate school and those employed full-time, the major contrast seems to be between employed males and all others. The employed women are more like the graduate students in their assessment of important job characteristics than the employed males. The employed males are lowest on altruism and the more intrinsic dimensions of work. Although not primarily motivated by the desire to "make a lot of money", they do emphasize more than others the importance of career mobility, future job security and earnings.

Two questions dealing with salary expectations produce perhaps expected but still significant differences. Whether the salary expectation is based upon first job or earnings ten years hence, the males hold the higher expectations.

Whether the current career status be employed or graduate student, females do expect, and as we have pointed out elsewhere in this report, do receive the lowest salaries.

We find also that graduate students, both male and female, hold higher salary expectations than those held by the employed.

The expected earnings ladder for first job and job ten years hence would show:

1. Male graduate students
2. Male full-time employed
3. Female graduate students
4. Female full-time employed

The influence of sex and career status is also notable among two other career expectation dimensions.

Each respondent was asked to indicate, utilizing a scale of 1 through 9, where they expect to be at age 45 with regard to "professional recognition" and "full use of abilities." One (1) represented the bottom of the scale; five (5) the middle; and nine (9) the top of the scale.

Table V.7 below shows the percentage distributions for both these career dimensions.

TABLE V.7

Sex, Career Status, and Career Expectations at Age 45

	Recognition				Full Use of Abilities			
	FTE		GRAD.		FTE		GRAD.	
Scale	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
Top 9	21	9	14	9	34	24	35	29
8	24	17	21	21	27	26	26	24
7	23	25	30	23	18	20	22	23
6	14	12	14	16	9	12	10	9
Middle 5	11	25	15	22	8	14	6	10
4	2	4	3	3	2	1	1	2
3	2	3	1	4	1	1	-	1
2	1	2	1	1	1	-	-	1
Bottom 1	2	3	1	1	-	2	-	1
Total	100	100	100	100	100	100	100	100
	(N=347)	(N=407)	(N=184)	(N=149)	(N=347)	(N=407)	(N=185)	(N=149)

Starting with the left hand side of the table which deals with professional recognition we find that no matter what frame of reference is used, the vast majority of respondents are fairly optimistic. More than half of all respondents anticipate being at the very top (9) or within two rungs of the top (7 and 8). Recognition expectations are somewhat higher for males than for females reflecting the possibility of two intervening factors: first, a larger proportion of women than men anticipate periods of absence from the labor market during the next twenty years; secondly, women, more so than men, expect that sex discrimination will act as a barrier to career opportunity and professional recognition.

There is no appreciable difference between those in graduate school and those employed full-time with the exception of employed males who are most likely to place themselves at the very top of the recognition ladder.

More in the way of sex and career status consistency is found when we look at the right side of the table which shows ranking distributions for use of one's full abilities. Again, men are slightly more optimistic than women, but in all cases almost three-fourths in each group place themselves along the three highest points of the scale. Graduate students rank themselves slightly higher than do those employed full-time.

The specific career goals of our respondents represent a wide range of preferences influenced by individual values, sex, field of study, overall life style orientation, type of career desired or expected, and, of course, individual motivation.

In order to obtain a clearer picture of what they most wanted to accomplish in their career lives, we provided respondents with a number of career outcome alternatives. Our intent was to focus upon specific career related behavior and hence, we excluded items which would reflect more general and perhaps more abstract outcomes. For this reason we did not include items dealing with the intrinsic or altruistic dimensions of career accomplishment. Again, our concern here was not with the desired characteristics of a job, but rather with the specific goals respondents would most wish to achieve as a result of their work investment.

As can be observed in Table V.8 we were not totally successful in our purpose. Despite our providing respondents with twenty different items representing a wide range of choices many did select the "other" item.

Those selecting the "other" alternative were very much alike in their explanations. The majority point out that they are not really concerned with profession visibility or professionally based accomplishments. They are motivated by a desire to make contributions which will help others and improve the workings of the society. Their comments more than suggest that, at this point at least, the accomplishments traditionally used in the assessment of individual career worth are no longer acceptable or salient. Rather, these respondents believe that one should measure career worth more in terms of what one is able to do for others rather than in terms of contributions made to one's field or profession.

We can also see that women, more so than men, express the altruistic view with regard to eventual career outcomes.

For employed males, the ultimate accomplishments most frequently selected are:

Developing a successful self-owned business (17%)

Making an innovation in my field (14%)

Becoming well-known in my field (12%)

Becoming an authority on a special subject in my field (12%)

Making at least $20,000 a year (7%)

Employed females are similar in the accomplishments they select but with several modifications. They are twice as high as employed males in taking the

TABLE V.8

Sex, Career Status, and Desired Career Accomplishments

Percent Selecting Each as Most Important

	Full-Time Employed		Graduate Students	
	Males (%)	Females (%)	Males (%)	Females (%)
Write a book	3	2	4	4
Make an innovation in my field	14	13	16	20
Have a great deal of authority	5	2	2	1
Become well-known in my field	12	9	16	16
Publish in a magazine or professional journal	-	1	1	2
Be a leader in a community organization	2	5	-	2
Make a theoretical contribution to a science	1	2	2	4
Become well known nationally	1	1	2	-
Become an authority on a special subject in my field	12	16	11	17
Be influential in public affairs	2	1	7	1
Make a contribution to technology	2	1	2	1
Be elected to public office	1	1	1	-
Have poems, novels, or short stories published	2	3	2	1
Produce original paintings, sculpture, etc.	1	8	2	2
Have a musical composition played or published	1	1	-	1
Become famous or eminent	2	1	3	-
Make a significant contribution to literature or the arts	3	2	5	4
Make at least $20,000 a year	7	6	2	3
Develop a very successful business of my own	17	4	10	3
Be elected to a high office in a professional organization	2	1	1	-
Other	10	20	11	18
Total	100%	100%	100%	100%
	(N=354)	(N=414)	(N=190)	(N=152)

"other" route and expressing the saliency of altruistic outcomes. Next, they have far less of an entreprenurial bent than is the case with employed males.

Finally, they are higher than all others in showing a desire to create original paintings, sculpture, and works of literature. The greater emphasis upon artistic and literary accomplishments is attributable to the over-representation of working teachers in the employed female group. In order of preference, omitting the "other" category, we have the following desired career accomplishments for employed females:

Become an authority on a special subject in my field (16%)

Make an innovation in my field (13%)

Become well-known in my field (9%)

Produce original paintings, etc. (8%)

Make at least $20,000 a year (6%)

Graduate student females are more likely than their employed sisters to stress the importance of professional visibility and contributions to one's field. They surpass employed females in the selection of "making an innovation in my field" by seven percent (7%) and "becoming well-known in my field" by seven percent (7%).

For graduate student women, we obtain the following distribution from career accomplishments most frequently selected, again omitting the "other" category:

Make an innovation in my field (20%)

Become an authority on a special subject in my field (17%)

Become well-known in my field (16%)

Male graduate students are similar in their choices with the exceptions of assigning more importance to the owning of a successful business and being influential in public affairs. For these males we find the following in order of preference:

Make an innovation in my field (16%)

Become well-known in my field (16%)

Become an authority on a special subject in my field (11%)

Develop a successful business of my own (10%)

Be influential in public affairs (7%)

In summary, then, we see that with several exceptions there is general consensus in the identification of desired career accomplishments. The major differences are or would be expected: males out choosing females in owning a business; females placing greater importance upon the desire to help others. What may be of greater interest is not so much the accomplishments chosen but those rejected. Few respondents, for example, opt for election to public or professional office; less than three percent (3%) seek positions of great authority or seek to make a theoretical contribution to science or technology; few strive to become famous or eminent; and only a handful expect to produce original works of art, music, or literature.

They do aspire and many expect to be near the top but not at the very top.

Job Characteristics

Having looked at ultimate preferred career accomplishments we can see another dimension of the career picture by identifying those aspects of the job itself which respondents see as being most salient.

The question presented to respondents was simply, "Which of the following do you feel are the most important aspects of a job?"

For both men and women, employed and graduate students the factor most frequently selected was:

"Personal interest in work."

That is, they were most concerned about the type of work in which the individual could feel a sense of control and a sense of personal investment; work that allowed for personal design and management; work which would enhance a feeling of personal involvement and personal commitment.

This factor was selected as being most important by almost half of the males and more than half of the women no matter what their career status.

Three other factors accounted for approximately thirty percent (30%) of the most important choices. They were:

Opportunity to help others (12% of all respondents).

Opportunity to be original and creative (8% of all respondents).

Opportunity to be individualistic (7% of all respondents).

As is the case in most research dealing with occupational values, women, more so than men, do place the greater emphasis upon the altruistic value, i.e. helping others.

Factors such as high salary, rapid advancement, job security, status, and friendly co-workers receive about fifteen percent (15%) of the most important choices.

The widest discrepancy in all selections is found in the factor of personal interest in one's work--where employed males are lowest (43%) and graduate student women highest (56%).

There are a number of work related items which do help account for attitudinal differences between men and women and between those employed and those in graduate school.

The data dealing with work attitudes, values, and expectations do show that there are variations between men and women and between persons in different career statuses. The major contrasts, however, are with few exceptions not found between the sexes. The most significant differences appear to be between employed males and all others.

Employed males, for example, are far less likely than all others to say that they would rather not take a job in business. Employed males are significantly higher in indicating that the major purpose of work is the earning of a large salary. Employed males are also most inclined to believe that work is available to anyone who seeks work. Finally, employed men are most committed to the proposition that "hard work makes you a better person."

TABLE V.9

Sex, Career Status, and Ideal Work-Family Relationships

Percent Selecting Each

Desired Relationship	Full-Time Employed Males (%)	Full-Time Employed Females (%)	Graduate Students Males (%)	Graduate Students Females (%)
I don't expect my career work to interfere with or influence my relationship with my family or my home life.	28	21	21	20
I expect that it will be necessary for my family and my home life to be somewhat affected and to adapt to my career needs.	52	43	54	50
I expect that it will be necessary for my family and home life to accept the fact that my career will keep me busy and perhaps away from home.	4	3	5	4
I expect that it will be necessary for my career to be somewhat affected and adapted to my home life.	12	29	15	21
I do not expect to have a spouse or children.	4	4	5	5
Total	100% (N=353)	100% (N=412)	100% (N=188)	100% (N=153)

Life Style Preferences

In Table V.9 responses to a question dealing with the desired balance between family and work are presented. The question asked was: "Which of the following best describes what you see as the ideal relationship between your work, your spouse, and your children?"

Again, we find more in the way of consensus than divergence. The majority anticipate that family life will be somewhat affected by career responsibilities; however, a fourth take the position that they do not expect their career activities to interfere with or influence their relationship with their family and home life.

The strongest differences are found in the item which deals with modifications in career in order to adjust to home and family life. As would be expected, women do select this alternative more often than men; employed women more so than graduate women. From other data presented in this report, we have pointed out that graduate women are less traditional in sex role expectations and in general more committed to full-time career futures.

Finally, we note from Table V.9 that only a few respondents believe that they will have neither spouse nor children in the future.

Table V.10 presents data which deals with certain ingredients of the life styles to which respondents aspire. Each respondent was asked to select which of the following factors they felt would be most important in defining the life style they would like to be living in five years.

TABLE V.10

Sex, Career Status, and Life Style Ingredients

Percent Selecting Each as Most Important

	Full-Time Employed		Graduate Students	
Ingredients	Males (%)	Females (%)	Males (%)	Females (%)
Good family relationships	38	49	32	53
Freedom to pursue your own interests	16	6	18	9
Freedom from financial worry	13	12	9	7
Opportunities for meaningful work	4	10	17	8
A challenging job	9	7	11	9
Steady, secure employment	6	5	5	4
Favorable geographical location	3	2	1	2
Good friends	9	7	5	7
Access to art, music, literature, etc.	-	1	1	1
Other	2	1	1	-
Total	100% (N=351)	100% (N=415)	100% (N=191)	100% (N=151)

The largest single proportion of first choices for all respondents goes to the family relationships factor. In terms of life style preferences five years, hence, the most important ingredient seems to be the quality of family associations.

The females do out select the males on the family factor, but still males select this factor at a two to one ratio over all other life style ingredients.

Males are more than twice as likely as females to choose the factor: "freedom to pursue your own interests." Males do anticipate the greater degree of physical and social mobility and are less confined by societal expectations.

More women than men anticipate marriage within the next five years and more women than men expect familial responsibilities to alter career pursuits.

The employed are slightly more inclined to note the importance of freedom from financial worry. This difference is understandable since among those who are employed are a significant number of respondents who grew up in poor families. For these people, particularly, freedom from financial worry is a most salient ingredient for defining future life styles.

The only other significant difference we would want to point out is between employed and graduate student males. The graduate student men place less of an emphasis upon good family relationships and much more emphasis upon opportunities for meaningful work.

The desired fit between self, family, and society is described in Table V.11. Shown are the actual life style vignettes presented to respondents and the response distributions by sex and career status. Each participant was asked to identify the vignette which came closest to describing future life style preferences.

We see from Table V.11 that about a fifth of the respondents do not anticipate active social and political roles nor do they plan on having families during the next five years. This group seeks to "hang loose" and minimize commitments which will restrict mobility.

A second but smaller group who seek to avoid familial responsibilities represents about six percent (6%) of all respondents. This group is more activist in orientation desiring mobility in order to be involved with matters of social and political concern.

The remaining three vignettes account for the large majority of all selections made by respondents. Each assumes familial responsibilities but varies in familial relationships.

Only a small number of individuals, some five percent (5%) expect that their families will endure hardships as a result of political and social involvements.

Most anticipate a balanced life style where equal time will be invested in public and private life. There will be friends and there may be participation in civic organizations but these are not to take priority over family life.

The final fourth of all respondents lean toward more activity with family and less involvement in functions outside of the home. There is a more private orientation with the emphasis upon self, a few friends, and family.

TABLE V.11

Sex, Career Status, and Desired Life Style
Percent Selecting Each

	Full-Time Employed		Graduate Students	
Life Style Vignettes	Males (%)	Females (%)	Males (%)	Females (%)
I prefer to live a fairly private life. While I plan to have some close friends, I will not be actively involved in social and political concerns. I do not plan on being a joiner, nor do I expect to be active in many community activities. Most of my free time will be spent with my family.	27	21	22	19
Although I intend to build much of my life around my family, I do plan on participating in some community activities involving political-social concerns. I will probably join several organizations and clubs. I plan on having more than a few friends and spending time with many different kinds of people. Generally, I plan on maintaining a fairly even balance between my private and public life.	41	40	44	47
Although my family will be an important part of my life, I do plan on being a very active person in my community. I intend to be involved in a variety of social and political activities. I want very much to play a strong role in helping to eliminate the problems faced by our society. I will probably become involved in such efforts even though it may create some hardships for my family.	5	7	6	3
Because I plan on being actively involved in social and political concerns, I do not plan on having a family for at least five years. I want to be as mobile as possible and not have to worry about the responsibility of a family.	5	5	7	9
I do not plan on being actively involved in matters of social and political concern. At the same time, I do not plan on having a family for at least five years. I want to be free to move around and to explore different alternatives.	20	24	17	18
Other	2	3	4	4
Total	100% (N=351)	100% (N=413)	100% (N=191)	100% (N=152)

Few differences of any significance are found between males and females or those who are employed and those who are in graduate school.

The importance of familial relationships is further evidenced by data dealing with life style outcomes. The question asked was:

"Here are some things different people may expect to attain in their lives. Which one do you feel is most important to you?" The alternatives offered and the responses made are shown in Table V.12.

The life style ends which are not of primary importance to respondents include:

Having a large family.

Being active in community organizations.

Attending concerts, plays, and other artistic or "cultural" events.

Living in a nicely furnished home.

Living with others in a commune.

Living in a good neighborhood.

The majority of first choices center about close family relationships, doing something useful and being a good parent.

Again the variations between the four groups are minimal with women placing the greater importance on both of these familial associated activities.

"To do something useful" does receive greater endorsement than the parental factor.

Falling between the ends highly chosen and those under selected are:

Having enough money to live well.

Freedom from pressures to conform.

Doing something important.

Having good, close friends.

The responses to these items in addition to other data already presented contributes to a picture of relative privacy. Our respondents do have high aspirations but they do not aspire to positions of great power, control, or prestige. They want to live comfortably but not in any extravagant manner. They want to help others; to contribute toward the resolving of social problems but few see this as a full-time enduring activity. They are concerned, yet they do not expect to sacrifice solid familial ties for the accomplishment of altruistic goals. They identify shortcomings in the workings of our social system, and believe that change is necessary. At the same time they do not believe that these changes can come about through the efforts of established social

TABLE V.12

Sex, Career Status, and Desired Life Style Attainments
Percent Selecting Each as Most Important

Goals	Full-Time Employed Males (%)	Full-Time Employed Females (%)	Graduate Students Males (%)	Graduate Students Females (%)
To be a good parent.	12	11	8	14
To have plenty of time for leisure activities.	3	2	2	-
To do something which I consider useful.	17	21	22	24
To have a big family.	1	-	-	-
To be helpful to others.	3	7	6	7
To have a close family relationship.	27	34	28	33
To have good, close friends.	8	6	6	6
To have enough money to live well.	7	5	6	2
To be active in community organizations.	-	-	1	-
To attend concerts, plays and other artistic or cultural events.	1	-	1	-
To have a nice, well-furnished home.	1	1	-	-
To help my children develop as I think they should.	4	4	4	3
To live with others in a communal life style.	-	-	-	-
To have freedom from pressures to conform in my personal life.	8	4	7	6
To live in a good neighborhood for my children to grow up in.	-	-	1	-
To do something important.	6	3	8	5
To be able to travel.	2	2	-	-
Total	100% (N=354)	100% (N=414)	100% (N=191)	100% (N=153)

institutions.

About a third of these college graduates believe that the life style they will live will be similar to that of their parents. Some thirteen percent (13%) indicate that while they will be like their parents, they will be less concerned with the accumulation of material possessions. A similar proportion indicate that they desire more in the way of material possessions than was true of parents.

The final forty percent (40%) say that the way they expect to live will be quite different from their parents.

Variations between males and females and employed and graduate students are minimal. Analysis of these data by SES does show two interesting outcomes. Students of the lowest SES groups, be they men or women, are highest in reporting expected life styles quite unlike that of parents or similar to parents but with more in the way of material possessions. The exact opposite is true of those young people who come from the more affluent backgrounds. They anticipate life styles similar to parents or similar but with less stress upon the accumulation of material possessions.

There are a number of personal and external factors which respondents believe could act as barriers to attainment of desired life goals. The potential obstacles identified are not always the same for men and women or for the employed and the graduate students.

For these employed, uncertainty as to specific career and life style goals is most frequently identified as the most important barrier to goal attainment. For the graduate students it is a strong feeling that adequate and expected job opportunities might not be available.

The greater concern with job opportunities among the graduate students can be explained by the combination of three factors. First, they do hold higher occupational expectations. Secondly, they have had limited contact with the job market. Three, more than a few, particularly the women, turned to graduate school as a last resort and alternative to unemployment.

Students of lower SES backgrounds are more heavily concentrated in the employed group and hence, the greater concern with a lack of necessary financial resources.

Family responsibilities are most frequently mentioned by women as potential obstacles. As we have pointed out in earlier discussions, the women do anticipate career interruptions because of familial responsibilities. The women are also aware that where familial demands necessitate changes in career and life style pursuits it is usually the woman who is expected to make necessary adjustments.

Lack of career skills; lack of personal skills; lack of ability; and lack of intellectual skills accounts for about fifteen percent (15%) of all choices. Women in graduate school are lowest in the overall selection of any of these four potential barriers. Perhaps the selective quality of that group and the feeling of being special that comes with acceptance to graduate school contributes to the general self-confidence of women in graduate school. As can be seen in

TABLE V.13

Sex, Career Status, and Potential Barriers to Goal Attainment

Percent Selecting Each

	Full-Time Employed		Graduate Students	
Potential Obstacles	Males (%)	Females (%)	Males (%)	Females (%)
Not knowing what I want to do.	26	21	18	11
Lack of job opportunities.	18	21	26	33
Lack of financial resources to earn a higher degree.	14	20	8	8
Family responsibilities.	3	9	4	13
Lack of career skills.	6	5	5	1
Lack of personal skills.	5	2	7	2
Selection of wrong academic major.	5	3	5	1
Lack of ability.	4	2	2	1
Lack of intellectual skills.	3	2	8	3
Poor training.	3	1	4	4
Being a woman.	-	4	-	6
Racial or social background.	1	-	1	1
Lack of cooperation of spouse.	-	1	3	1
Other*	12	9	9	15
Total	100% (N=343)	100% (N=408)	100% (N=183)	100% (N=151)

*Including mostly combinations of listed factors.

Table V.13 the graduate student women are far less likely than all others to indicate that they are uncertain as to career goals. Rather graduate student women seem relatively secure in matters of potential ability and fairly clear on career goals. The barriers they see to goal achievement are more external than internal--a poor job market; pressures to conform to expected sex roles, and discrimination against women.

Yet another indicator of concern about potential barriers is found in responses to a question dealing with the location of these barriers. Are they external (i.e. economic conditions, racial confrontation, political unrest, world tensions, etc.) or are they internal (i.e. personal problems, lack of motivation, perceived skill inabilities, etc.)? Are they a combination of both? What proportion of the respondents conclude, in fact, that they see neither internal or external problems?

The data show that about a fifth of the respondents do not believe that the internal or external barriers are of such a magnitude that they will prohibit goal achievement. Few differences are found between men and women in either status category in the belief that existent barriers are insurmountable. Employed males are the least optimistic in this regard.

About seventeen percent (17%) of both the employed and graduate students feel that both internal and external barriers are of equal saliency. The remainder selected either internal or external factors as hindrances to desired goal accomplishments. Employed persons stress internal factors, while graduate students are far more likely to place the emphasis upon external factors.

No matter the variations observed it is of importance to note that only a fifth of all those in the classes of 1972 believe that the barriers, no matter their origin, are insufficient to block attainment of desired and expected life goals.

We see then that our respondents are fairly alike in preferred and expected career and life style goals. Differences do, of course, exist in emphasis and perceived barriers. Differences and similarities are also found in the personality characteristics which respondents assign to themselves as most or somewhat like me.

For example, the vast majority, eighty five percent (85%) or more, consider themselves optimistic, cautious, thoughtful, serious, intelligent, logical, loving, ambitious, hard working, practical, moral, and mature.

Few, less then eleven percent (11%), view themselves as hostile.

Differences, however, are found when we look at other self-ascribed personality characteristics.

Men are far more cynical than women (51% to 36%) with graduate student males highest.

More than half the respondents see themselves as insecure-women much more so than men and employed women more so than graduate women.

More than a fourth feel alienated, men more so than women, with employed men being the most alienated.

Religiosity: women are significantly more likely than men to say they consider themselves very religious.

Men, particularly employed men, see themselves as aggressive. Fifty-six percent (56%) of the men and forty-eight percent (48%) of the women selected this characteristic as most or somewhat like them.

Women much more so than men (70% to 56%) see themselves as beautiful. Graduate student women being highest (75%); employed males lowest (55%).

Both groups of women are more likely to characterize themselves as involved than the men.

Although men as a group select the leader characteristic more frequently than women, graduate student women are as likely to see themselves as leaders as are both groups of men.

Men do identify themselves more so than women as being competitive (77% to 63%). Graduate student males are highest (82%) followed by employed males (77%); graduate women (63%) and employed women (61%).

Respondents are also able to identify what they consider to be shortcomings about themselves that they would like to change.

In response to an open ended question asking, "If you could change one thing about yourself, what would it be?" we learn the following:

Only nine percent (9%) of all respondents answer "nothing". Males are twice as likely than females to report that no self changes are necessary.

The largest proportion mention an area reflecting insecurity as the major desired change. Both graduate women and employed women identify insecurity at a rate twice that of men. Almost a fourth (23%) of the graduate women and twenty-six percent (26%) of the employed women report that the sense of insecurity is the one characteristic of self they would most want to change.

Changes in physical self or a desire to become more aggressive are the next most frequently desired changes.

There are also changes that respondents would make if they were to redo and relive their years in college.

Although a fourth say they would not seek to make any changes--thirteen percent (13%) say they would have picked a different academic major (more true of employed than graduate students.) Approximately eleven percent (11%) would fool around less and study more. Another thirteen percent (13%) would take different courses.

The remainder are scattered among the following:

Organize time differently (8%).

More social life (7%).

Worked harder for better grades (5%).

Thought more about the future (5%).

The experiences of the one year period between college graduation and the time of the follow-up study has had a dramatic effect upon the respondents.

No matter the personal doubts, dissappointments, and concerns over self and society the majority of these college graduates report that they now have greater self-confidence in their ability to "make it" than they did at the time of college graduation.

The feeling of self-confidence is highest for graduate women (93%) and lowest for employed males (77%). It would seem that the higher expectations of the employed males mixed with the realities of the job market contributes to a more negative assessment of self.

Interestingly enough, the employed males are inclined to hold themselves responsible for their inability to achieve post-college immediate goals. Although a fourth say that the experiences of the year have led them to have less faith in the American system, they are less pessimistic about the workings of the system than the employed woman and graduate women. They are also far more likely than all others to agree with the statement that work is available for all who seek work. Graduate women, many of whom sought and could not find work, are most in agreement that available jobs are scarce no matter the job seeking motivations of individuals.

As noted before, a substantial number of respondents say that the year's experiences have led them to believe that they should have selected a different academic major. A dramatic and significant difference is found between graduate and employed respondents. Twice as many employed persons as graduate students now feel that they selected the wrong major (33% to 18%). Those who say they did select the wrong major are most likely to have majored in Education, the Social Sciences, Physical Sciences, or Psychology.

Employed respondents are also much more inclined to admit that the year's experiences have taught them that their expectations were perhaps too high. Over a fourth compared to a tenth of the graduate students express this belief.

There is also general consensus that in order to achieve desired goals additional formal education is required. This view is held most strongly by those in graduate school. Again, it is the employed males who are least inclined to identify some source beyond themselves as the root of the problem. They are, by a difference of thirty-five percent (35%), less inclined to state a need for additional education than are male graduate students (76% to 41%). We would, of course, expect those in graduate school to place the greater importance upon the need for higher education. Of interest here, however, is the fact that the employed males,although less than enthusiastic about their status, tend to hold themselves responsible for failure to achieve expected goals. The factor which they perceive to be the major detriment to career expectations is their undergraduate academic major.

Finally, the data more than suggest that the more direct the contact with the real world of work, the higher the probabilities of disenchantment with the workings of our social system, feelings of personal inadequacy, and admissions that post-college expectations were too high.

The differential impact of the year's experience following college graduation is further confirmed by the data in Table V.14.

The distribution of responses is in answer to a question asking about feelings of happiness with one's current status.

TABLE V.14

Sex, Career Status, and Feelings of Happiness

Percent Selecting Each

Level of Happiness	Full-Time Employed Males (%)	Full-Time Employed Females (%)	Graduate Students Males (%)	Graduate Students Females (%)
Very Happy	17	25	34	32
Fairly Happy	57	56	53	58
Not too Happy	18	12	9	5
Not Happy	6	5	4	3
Very Unhappy	2	2	-	2
Total	100% (N=350)	100% (N=410)	100% (N=188)	100% (N=152)

Graduate students outrank the employed in indicating that they are very happy with their current status. The most striking difference is found between males who are employed and those in graduate school. Males in graduate school select the "very happy" response at a two to one rate over employed men. A fourth of the employed males fall into one of the three unhappy categories compared to thirteen percent of student men. Employed women are twice as likely as graduate student women to place themselves in the "unhappy" grouping.

Again, the data tend to confirm an earlier observation that encounters with the non-academic world to take their toll. Those who went to work are most disenchanted. Those who went to work are most amenable to feelings of self-doubt and to questioning the credibility of their own post-college expectations. This observation holds most true for males--for they have the added burden of meeting the expectations of a society which insists that men have the responsibility to become successful bread winners especially if they are college graduates.

The question which remains unanswered is what will be the outcomes for those in graduate school who have yet to test themselves in the world beyond academia?

Their current status is one of moratorium. Their expectations are high and no doubt will continue to rise as they seek higher credentials. We would expect that unless there is a vast improvement in the availability of meaningful and challenging work or a decline in career expectations, those in graduate school will experience even greater distress once they seek entrance into the job market.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Our purpose here is not to review in detail the data already presented and discussed in the body of the report. Rather the purpose is to give greater visibility to the more salient findings of this research. Of equal importance is the goal of defining both the policy and programmatic implications of the study.

One year after completing college graduation we have found the following about the status of the classes of 1972:

Most are working full-time or attending graduate school.

Of those who sought full-time employment, many were unable to find work related to their college field of study.

Despite an inability to find field-related work, the majority were able to secure some type of full-time employment.

Of those who are employed, less than a third feel that their current employment offers definite long range career opportunities. The majority are either uncertain or convinced that their present employment will not provide the setting or opportunities they expect and desire.

For both the employed men and women there is a significant gap between salary expectations and salary realities.

Even though they might have encountered difficulties in securing employment or adjusting to graduate school, many of the respondents feel better about their chance of attaining life goals than they did one year ago. A significant number believe, in fact, that desired goals can be attained without the necessity of hard work.

At the same time the past year's experience has taken some toll in terms of how these graduates assess our society. More than a quarter now have less faith in the workings of our society than they did one year ago. A good number do not believe that sufficient jobs are available for all those who are willing and able to work.

Few changes have occurred in religious and political attitudes over the course of the past year. A handful of respondents appear to have returned to an identification with the religion in which they have been reared. Most, however, maintain the same religious posture they did one year ago.

A small number have altered their political positions. Of those who have changed, the direction is towards positions of political neutrality or non-affiliation with traditional political ideologies.

Most respondents be they in graduate school or employed continue to place a heavy emphasis upon the importance of familial relationships. "Good Family Relationships" is still selected by most respondents as the most important ingredient of the life style they seek to achieve. At the same time, we do see a decrease in the importance of the "familial relationships" factor between Time I and Time II. The decrease is most significant among males. Graduate student males shift to an emphasis upon the importance of "a challenging job" while employed males turn to the growing importance of a life style which is "free from financial worry." For the most part, we find that those who were employed during the past year show a greater concern with questions of job security, salaries, and opportunities for career advancement than do those who have been enrolled in graduate school.

In general, the employed, even though most are not firmly committed to their present jobs, were fairly content with their work situations. Many do believe, however, that it will take additional formal education--the accumulation of higher level credentials--if they are to meet their ultimate career expectations.

We also find that large numbers of the employed graduates were unprepared for the realities of the job market. During the first phase of the research we learned that many college seniors believed that jobs were scarce. The degree of scarcity for particular kinds of jobs, however, was not known. Nor had these seniors spent much time prior to graduation exploring avenues they might pursue in securing employment. Serious consideration of job finding did not occur until a few weeks preceeding college graduation. Most of the graduates, in fact, did not actively begin the job search until the summer months following college graduation.

Comparisons of those who went to graduate school and those who were employed full-time indicate the following:

Graduate students were more likely to be men; to be white; and to be of middle or high socioeconomic status.

Graduate students anticipate higher salaries; they expect to hold positions of greater status and prestige, more so than those who were employed full-time. They expect to have a greater long range impact on the professional and national level.

Graduate students tend to hold the more liberal political view; they are less traditional in sex role attitudes; and they are less likely to consider themselves a member of any formal religion.

Graduate students are more altruistic in expressed values and attitudes. They seem more committed to the elimination of social inequities and more concerned with efforts of social change.

Over the course of one year the employed have become more concerned with matters of income and job security. During this same year the graduate students have become more concerned with the importance of securing meaningful and challenging work.

Obviously exposure to the world of work has had some impact upon the employed. Ideals and values held in college have been challenged by post-college life realities. The outcome for some is an alteration in expectations and values. Matters of job security and income take precedence over the more intrinsic and altruistic aspects of work.

Because graduate students have still to experience post-school realities, they can continue to maintain and build upon work related values and expectations held in college. The graduate students are more content about their current status and more optimistic about the future than are those who have been employed. Many of the graduate students believe that future prospects will be enhanced, perhaps guaranteed, because of the eventual possession of high credentials. Whether such credentials will, in fact, assure the securing of expected employment and desired life styles, remains to be seen.

What becomes most apparent in the analysis of these data is the predictive potential of three variables: sex, socioeconomic status and race. These three factors are extremely powerful predictors of where college graduates will be one year after attainment of the baccalaureate degree. They are also salient variables in accounting for variations in post-college attitudes, values, and career-related experiences.

These are factors which do not suddenly take hold once the individual has completed college. They are obviously critical factors at play long before the individual even considers adult career alternatives. They are variables which work from the earliest stages of human development to enhance or decrease opportunities for both the selection and achievement of post-youth career goals and life styles.

As was pointed out in the first phase of this research, sex, socioeconomic status and race all act to route people into different opportunity settings. What happens to college graduates once they leave college is not unrelated to their college experiences.

What happens in college, in turn, cannot be detatched from earlier experiences, influences, opportunities, and constraints.

The Importance of Sex

Women are from a very early age headed into select and limited areas of opportunity. The norms, folkways, values, expectations and socialization processes of our social institutions continue to operate in a manner which does not really enhance the opening up of opportunities for women. There is still a very significant discrepancy between our rhetoric of equal rights and equal opportunities and the manner in which we actually deal with young women. The socialization of children in their homes, in their elementary and secondary schools, in their colleges and universities, continues to function in a manner that minimizes opportunities for women to achieve a position where they may select among the same range of alternatives available to men.

More important, perhaps, the current processes of child and youth socialization will continue to reinforce attitudes and behavior which place the greater value upon ascribed statuses as opposed to achievement centered statuses. The contemporary style and substance of child and youth socialization acts to limit the potential of and opportunities for men as well as women. It is a socialization process which communicates, at a very early age, that the availability of alternatives is more a function of factors such as sex than of personal preference, potential, ability, or accomplishment. It is a process which locks both men and women into a fixed and arbitrarily restrictive range of possibilities both in terms of career and life styles.

Continuity in the maintenance of the sex discrimination process is carried on by the institutions which deal with the young once they have completed college. Employees as well as institutions of higher education appear to do little to offset, alter, or move away from a system which assigns and rewards on the basis of an individual's sex.

We showed in the first phase of this inquiry that women are, for the most part, enrolled in a limited number of fields of study, fields that involve client centered career settings. Their career expectations are to work as teachers, librarians and counselors in either elementary or secondary schools. Others expected to be employed as social welfare workers or in the health related professions.

They were far less likely than men to anticipate immediate entrance into graduate or professional school. They expected lower salaries even though their qualifications and job positions were similar to those of the male college graduates.

One year after college graduation, we find what we would have expected. Those women who were able to secure field of study related jobs are working as teachers, librarians and counselors in elementary and secondary schools. Others who majored in the Social Sciences, Humanities, and Psychology are employed in some type of client serving social service agency. Those who majored in Health Professions are employed as nurses, medical and dental assistants or nutritionists.

The majority of the women, no matter what type of work they found, are employed at the lower levels of the professional ladder. This is not meant to suggest that the employed males, one year after college graduation, find themselves in positions of great status or prestige in their employment. For both groups the jobs held one year after college graduation are pretty much of the entry level type. The difference between the men and women then is not so much one of contrast in status within the work place. The differences are found in the nature of the work and in opportunities for career advancement. The employed female graduates are in career settings which allow for little in the way of self-determination in the fulfillment of job tasks. They are functioning as implementors of policies, procedures, and programs decided upon by others. They have minimal flexibility or control in how they function. Their work hours are more rigid than those of the employed males. They certainly have less of a chance to utilize whatever unique skills they might possess. They are placed in a situation where they are rarely involved in decision making or policy formulation.

Again, while most of the employed males are some distance from the center of control, they are much more likely than the employed females to hold positions of some institutional influence.

Self-assessments of current work situations by the men and women clearly indicate that men, more so than women, have the greater flexibility in work hours; are allowed greater individual initiative in designing and implementing job related activities; have a greater say in institutional policies and procedures related to work assignments; have more of a cooperative interactive relationship with supervisors; and are more likely to perceive opportunities for career advancement.

It should also be noted at this time that no matter what the type of job or the place of employment, men generally earn higher wages than the employed women. We should also point out that for both groups there is a definite and significant discrepancy between anticipated and actual earnings. For both groups, earnings are lower than expected at the time of college graduation. At the time of college graduation, men stated salary expectations which were significantly higher than those stated by women. One year later, there is a negative discrepancy for both men and women, but the men still do better than the women. The pattern of lower actual earnings for women holds even when we control for type of job and type of work setting. The discrepancies do vary by type of employer. The greatest sex based gaps are found among those employed in private industry and private business. The gap narrows when comparisons are made between men and women employed in public institutions such as schools, governmental offices, and social service agencies. Still even in these latter work places, women do report the lower wages.

Both men and women report that they have encountered some type of discrimination as they have gone about the business of finding employment. Discrimination is mentioned more frequently by the women. Of particular interest is the perceived nature and scope of the discrimination.

The majority of women who report having encountered discrimination say that the discrimination was sex based; that is, they believe they were dealt with unfairly because they were women. The majority of the men who indicate discrimination as a barrier to desired employment do not refer to sex biases as preferences. Rather for the men the discriminatory factors were "youthfulness" and "personal grooming." The men believe they were discriminated against because of being too young or because of the length and style of their hair.

The life long socialization process which leads young men and young women into tracked career and life style routes is very much tied in with the status of college students one year after college graduation.

As we have noted in this report as well as in the earlier study, most women are highly concentrated in a limited number of career fields. Men are certainly far more diversified in terms of fields of study and career expectations. Men are also far more likely than women to expect post-college entrance into graduate and professional schools. The men, then, have the greater range of career options and ultimately the higher level of credentials necessary for a higher level of entry into the job market.

Following college graduation we find large numbers of women competing for jobs in areas where employment is difficult to come by. In the case of this sample of female graduates, similar to female college graduates of a decade ago, the majority sought work in elementary and secondary schools. Unlike a decade ago, however, the number of job openings exceeded the number of job applicants.

As a result, we find that a significant number of men and women were unable to find work which matched either their college training or their expectations. Yet even in this situation the men have the advantage. For one thing they have the greater job seeking mobility since their training was far less likely than that of the women to be career specific. Secondly, they are less encumbered by home based responsibilities and obligations. Thirdly, they benefit from a culture which gives men an employment preference over women.

The pattern of sex segregation and sex based restriction is not limited to the employment market. Even among those who go on to graduate school we find a similar outcome. The women are enrolled in fewer fields of study; they are far less likely than men to be anticipating study beyond the masters level; and they report being given less than equal consideration because they are women.

The Importance of Socioeconomic Status and Race

Although we have focused to this point upon the long range impact of sex upon post-college career outcomes, much of what has been stated can be applied equally to the factors of socioeconomic status and race. We have pointed out in this research as well as in the first inquiry how SES and race act as restrictive and channelizing variables. Briefly, long before college going considerations occur, poor youth are at a distinct disadvantage. Consideration of educational and career alternatives cannot be separated from one's financial status.

The decision to attend college; the selection of a college; the choosing of a field of study; and the ability to go on with graduate studies are all outcomes influenced by socioeconomic status.

We know that more affluent than poor youths complete high school. We know also that the less affluent are not as likely to attend college. Our data also make clear that the poor, if they do enroll in college, will attend those institutions which are least costly.

Tuition costs are not unrelated to educational quality or the availability of learning enhancing resources. The lower the costs, the less the availability of adequate libraries, research facilities, teaching materials, study areas, and counseling and guidance services.

Access to financial resources will also affect the degree to which a student can take advantage of available campus based educational and social opportunities. Rising educational costs act to prohibit considerations of selecting in-residence institutions. For the poor and even the not so poor little serious consideration can be given to the selection of a college or university which demands out of state fees. Low income families cannot afford to pay the room and board fees required by most colleges and universities. Tuition costs and required texts will often tap whatever financial resources might be available to the low income student.

Nor can the student with limited finances frequently afford the luxury of a full-time education. The lack of adequate funding demands either part-time or full-time employment. The lack of adequate funding may necessitate borrowing money to cover educational costs. In either case the poor student is confronted with pressures which detract from the demands, challenges, and excitement of the learning experience.

Our data also show that low income students, and again this is most true of Blacks, will most usually attend colleges which provide the least in field of study offerings. They enroll in colleges and universities which have limited offerings beyond the baccalaureate level and few alternatives to specialties in Education and the Social Sciences. The prevailing academic climate is one that emphasizes termination at the B.A. level with minimal exposure to other fields or post-college professional training.

An integral element of low economic status is the lack of interaction with people who are familiar with a broader range of career alternatives. The majority of low income students are first generation college goers. They are the first members of their families who have made the high school-college transition. There are few persons in their families who have been exposed to higher education or jobs that are beyond and above the blue collar level. Along with limited finances is limited exposure to people who can assist in the business of career guidance and counseling. Referents who have experience and knowledge with regard to the professional white collar world of work are indeed scarce.

The lack of proper and effective referents is not really compensated by anything which occurs in secondary school or college. Again, the data make clear that school personnel, whether in secondary school or college, do not play any really effective role in supplying young people with critical career related information.

The end result is that poor youth are given little exposure to information which will provide even consideration of career alternatives which are a step above the bottom rung of the white collar professional level.

These restrictive conditions are most severe for minority group students. For one thing they are among the poorest of the poor. The deprivation they encounter is magnified by a social system which places an added burden upon non-whites. They not only must endure and overcome the barriers of poverty, but are also confronted by the added hurdles of racial discrimination.

The data provided by this research supports the work and observations of others who have concluded that an individual's race, socioeconomic status and sex act as barriers to the attainment of educational and occupational equality. The changes which have occurred in providing access to equality are of a very limited type. True there has been an opening of the system. More of the poor, more members of minority groups and more women are gaining access to positions of prestige and control. Still the number who do achieve such positions are comparatively few when contrasted with white middle class males. What we have really managed is to allow more of the poor, more women, and more minority youth to gain access to career positions which are in fact at the bottom of the white collar professional category. The poor, the minorities and the women are entering career positions and career settings which offer only minimal chance for mobility and advancement.

When comparing the college graduates of 1972 with college graduates of 1961, we find only limited evidence of change. The poor, the minority groups and the women are pretty much in the same positions as their 1961 counterparts. A decade later most women, most of the poor and most of the non-whites are still confined to a few fields of study. Most have not gone on to graduate school. Most are holding jobs with limited opportunities for advancement. Most are earning less than they expected. Most believe that without further formal education that chances for attaining desired goals will be difficult, if not impossible.

We have focused upon these three variables: sex, socioeconomic status, and race because they are the best predictors of where students will be one year after college graduation. We have also attempted to make the point that the impact of these three variables takes hold long before the student enters college. The data do make clear that the act of admitting people into college does not necessarily mean that we have equalized the chances of post-college career opportunities. If the goal is the equalizing of adult opportunities, then much more must be done to provide the poor, the women and minorities with the resources--financial, human, and institutional--which will, in fact, allow them to compete in an equitable and rational manner.

Our data make it apparent that job information and job counseling must become part of the educational process long before college graduation. Ideally students should be provided hard data about the job market prior to the selection of an academic major. The job and career data should include information about short and longer range needs projections. Students need to be given a clearer and more accurate picture of employer expectations and the actual conditions of particular work settings. Data as to just how far the baccalaureate degree will carry a person in a particular field must also become part of the information provided students.

Colleges and universities need to seriously and honestly deal with the fact that many students believe that the acquiring of job related skills will be a vital and integral part of their education. If the providing of job specific skills is not to be a declared goal for institutions of higher education, then students should be told just what they can expect from their four year investment.

Colleges and universities must also deal with the role and function of student counseling and career placement offices. The responses of this sample of college graduates strongly suggest that these offices have not met the needs and expectations of students.

Though institutions of higher education are reluctant to become involved in the internal dynamics of students or in the business of "career training," they cannot escape the fact that the majority of students enter college believing that the college experience will provide them with negotiable job skills. Many anticipate that the college experience will provide them with opportunities to "mature;" to define an adequate and comfortable feeling of self. Most college students believe that college will provide them with the skills and abilities which will enhance a successful binding between self and society. Finally, the majority of students, be they poor or rich; male or female; white or non-white; expect that there will be a fit between what they learn in college and the realities of the society beyond the college campus.

It would seem to us that institutions of higher education have two choices. They can either be responsive to the needs and expectations of students, or they can disregard or deny the validity of expressed student needs and expectations. In either case institutions of higher education should have the obligation of presenting students with an honest portrayal of precisely what outcomes are to be expected.

Center for Youth Studies and Social Policy
College of Human Development
The Pennsylvania State University
University Park, Pennsylvania 16802
June 1, 1973

Dear College Graduate:

You may recall that one year ago you participated in a study being conducted by social scientists at Pennsylvania State University. We are now in the process of conducting a follow-up study of those who participated in the first study.

Enclosed you will find a copy of the follow-up questionnaire. The questionnaire will require about 45 minutes of your time. For completing this questionnaire you will receive $5. Please answer the questions frankly and accurately. It is important that we have the completed questionnaires returned to us in the enclosed self-addressed stamped envelope no later than August 1, 1973. Please fill out the final page of the questionnaire so we know where to mail the $5.

Almost all of the questions can be answered by drawing a circle around one or more numbers in the right hand margins of the questionnaire. Thus:

I am now--(Circle one.)

A student in high school....1
A student in college........2
A college graduate.........[✓ 3]

When questions are to be answered in a format different from that shown above, specific instructions will be provided.

Note: After each question there are instructions in parentheses. Follow these instructions closely as they are very important for data processing.

A. If it says "(Circle one.)," draw a circle around only the one number which best describes your answer, even though one or more other alternatives might be relevant.

B. If it says "(Circle one in each column.)" or "(Circle one in each row.)," please look to see that you have circled one and only one number in each of the appropriate rows or columns.

Thank you very much for your help.

David Gottlieb
Study Director

1. Your current marital status. (Circle one.)

*single, don't expect to be married before Fall 1973..	1	
**single, expect to be married before Fall 1973........	2	
**married, one or more children or expecting a child...	3	
**married, no children................................	4	
*widowed, divorced, separated.........................	5	
**living with someone of the opposite sex..............	6	
*living with a group of people........................	7	(5)

*If "single, don't expect to be married before Fall 1973" or "widowed, divorced, separated": go to question 2.

**If "married," "living with someone" or "expecting to be married before Fall 1973": What will your spouse or future spouse most likely be doing next year? (Circle yes or no for each.)

	yes	no	
working full-time...........................	1	2	(6)
working part-time...........................	1	2	(7)
housework, care of children.................	1	2	(8)
going to graduate school....................	1	2	(9)
military service............................	1	2	(10
serving with Peace Corps, VISTA, etc........	1	2	(11
travel......................................	1	2	(12
no plans as yet.............................	1	2	(13
other (circle & specify)____________________	1	2	(14

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2. In how many different communities have you lived since you graduated from college? (Include the one you live in now.) (Circle one.)

1..........................	1	
2..........................	2	
3 or more..................	3	(15)

---

3. Write in the name of the state in which you are currently living.

______________________________ (16)

---

4. Which of the following best describes the marital arrangements which you expect to have in five years? (Circle one.)

unmarried..1
unmarried but living with a group..................2
*unmarried but living with someone.................3
*married with children.............................4
*married without children..........................5 (17)

*If you have circled "unmarried but living with someone," "married with children," or "married without children" and you expect to be working in five years: Which of the following best describes your attitude toward your spouse? (Circle one.)

I would expect my spouse to be very involved with my work and to perhaps even share my work responsibilities..1

I would expect my spouse to have an interest in my work and to be aware of my work's demands and responsibilities..2

I would expect my spouse to have little involvement in or understanding of my work..3

I would expect my spouse to be a part of my life which will be entirely removed and separated from my work..4 (18)

*If you have circled "unmarried but living with someone," "married with children," or "married without children" and you do not expect to be working in five years: Which of the following best describes your attitude toward your role in your spouse's work? (Circle one.)

I would expect to be very involved in my spouse's work and perhaps even to share my spouse's work responsibility..1

I would expect to be interested in my spouse's work and to be aware of my spouse's work demands and responsibilities..2

I would expect to have little involvement or understanding of my spouse's work..3

I would expect to be a part of my spouse's life which will be entirely removed and separated from my spouse's work..4 (19)

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5. How would you describe your current political position? (Circle one.)

no one consistent political attitude................1
conservative..2
moderate..3
liberal...4
radical left..5
radical right.......................................6
no political attitudes..............................7
I don't know..8
other (circle & specify) ____________________________9 (20)

---

6. Where are you living now? (Circle one.)

farm or open country...............................01
college university community.......................02
suburb in a metropolitan area of
  more than 2 million population...................03
  500,000 to 2 million.............................04
  100,000 to 499,999...............................05
  less than 100,000................................06
central city in a metropolitan area of (or non-suburban city of)
  more than 2 million population...................07
  500,000 to 2 million.............................08
  100,000 to 499,999...............................09
  50,000 to 99,999.................................10
  10,000 to 49,999.................................11
  less than 10,000.................................12

(21-22)

Is the community in which you are now living the one which was your home town when you were in high school? (Circle one.)

yes.........................1
no..........................2 (23)

---

7. Your current religion. (Circle one.)

Protestant (circle & specify)________________________1
Roman Catholic..2
Jewish..3
Other (circle & specify)_____________________________4
None..5 (24)

---

8. Which of the following comes closest to describing your current major activity? (Circle one.)

A. Working full-time at a type of job which I expect to be my long-run career field...........01
B. Working full-time at a type of job which will probably not be my long-run career field........02
C. Working part-time at a job related to my career...03
D. Working part-time at a job not related to my career...04
*E. Working as a teaching or research assistant in conjunction with my post-graduate degree program.......................................05
*F. Going to graduate or professional school for a post-graduate degree and not working............06
*G. Going to graduate or professional schools for post-graduate degree and working................07
H. In the military service (full-time and active duty)...08
**I. Unemployed by personal choice (have neither sought nor obtained a paying job)..............09
J. Unemployed NOT by personal preference (have sought but not been able to obtain a paying job)...10
K. Peace Corps, VISTA, Teacher Corps, etc..........11
L. Other (circle & specify)_________________________12

(25-26)

Continued

*If you have circled either E (working as a teaching or research assistant), F (going to graduate or professional school and not working) or G (going to graduate or professional school and working) **skip to question 43.**

If you have circled I (neither sought nor obtained a paying job by personal choice) please answer the following and then **skip to question 36.

In the space below indicate in as much detail as necessary; A) Why you have chosen not to seek either part-time or full-time paid employment since your college graduation; and B) What you have been doing since the time you graduated.

____

____

____

____ (27-28)

____ (29-30)

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9. If you have sought or obtained a post-graduation job, which of the following methods have you used? (In column A circle yes or no for each of the job search methods noted. In column B circle yes if the method was effective and circle no if the method was either not effective or not used.)

	COLUMN A You used			COLUMN B Was effective: leading to contact or a job		
	yes	no		yes	no	
parents, relatives.............	1	2	(31)	1	2	(42)
college placement office.......	1	2	(32)	1	2	(43)
personal inquiry...............	1	2	(33)	1	2	(44)
public employment agency (state employment agency)............	1	2	(34)	1	2	(45)
private employment agency......	1	2	(35)	1	2	(46)
friends........................	1	2	(36)	1	2	(47)
spouse.........................	1	2	(37)	1	2	(48)
college faculty................	1	2	(38)	1	2	(49)
newspaper advertisements.......	1	2	(39)	1	2	(50)
professional journals..........	1	2	(40)	1	2	(51)
other (circle & specify)______ ____________________________	1	2	(41)	1	2	(52)

---

10. Following college graduation how long was it before you actually began your first full-time job? (Circle one.)

began job before actual graduation..................1
1 week or less......................................2
2 - 4 weeks...3
5 - 9 weeks...4
10 - 14 weeks.......................................5
15 - 26 weeks.......................................6
27 weeks or more....................................7
have only worked part-time since graduation.........8
have not been employed since college graduation.....9 (53)

---

11. How long did you actively search for your first full-time job? (Circle one.)

I obtained a job without looking....................1
1 week or less......................................2
2 - 4 weeks...3
5 - 9 weeks...4
10 - 14 weeks.......................................5
15 - 26 weeks.......................................6
27 weeks or more....................................7
never employed......................................8
part-time employment only...........................9 (54)

---

12. What were the three most important factors in preventing or delaying you from obtaining or accepting your first full-time post-college graduation job? (Rank in order of importance: 1 for the most important factor; 2 for the next most important; 3 for the third most important factor.) (CIRCLE AND RANK)

no available jobs related to my field of study............ ____01
geographical location.................................... ____02
lack of promotion opportunities.......................... ____03
co-workers... ____04
hours.. ____05
salary... ____06
no jobs available.. ____07
personal grooming and my way of dressing................. ____08
employer's policies and practices........................ ____09
inadequate job skills.................................... ____10
racial or sexual discrimination.......................... ____11
preferred to undertake full-time graduate study.......... ____12
preferred part-time employment........................... ____13
became housewife... ____14
family considerations.................................... ____15
work seemed boring and routine........................... ____16
did not feel I would learn or increase my job skills...... ____17
uncertainty as to what I wanted to do.................... ____18 (55-56)
I was not prevented from obtaining or accepting my first full-time post-college graduation job.................... ____19 (57-58)
Other (circle & specify)________________________________ ____20 (59-60)

13. How many part-time or full-time jobs have you held since graduation? (Circle the number of full-time jobs in Column A; circle the number of part-time jobs in column B.)

COLUMN A Full-time Jobs	COLUMN B Part-time Jobs
0 (none).....1	0 (none).....1
1............2	1............2
*2............3	*2............3
*3............4	*3............4
*4 or more....5	*4 or more....5
(61)	(62)

*If "2, 3, or 4 or more," which of the following best describes the major reasons why you left full or part-time employment? (Circle yes or no for each possible reason.)

	yes	no	
The job didn't make use of my training skills....................	1	2	(63)
Geographical location..	1	2	(64)
Lack of promotion opportunities................................	1	2	(65)
Co-workers...	1	2	(66)
Personal grooming and the way I dressed created problems..........	1	2	(67)
My employer had to cut back his staff, or he went out of business.	1	2	(68)
Salary...	1	2	(69)
Did not like work..	1	2	(70)
An unsolicited, more attractive opportunity was offered to me.....	1	2	(71)
Could not accept employer's policies and practices...............	1	2	(72)
My employer felt I was personally unsuited for the work...........	1	2	(73)
My employer felt my job skills were inadequate....................	1	2	(74)
Racial or sexual discrimination..................................	1	2	(75)
I wished to undertake full-time study............................	1	2	(76)
Unsatisfactory hours...	1	2	(77)
I became a housewife...	1	2	(78)
Family considerations..	1	2	(79)
The work was boring and routine..................................	1	2	(5) C
Unsatisfactory working conditions................................	1	2	(6)
I was not learning anything worthwhile...........................	1	2	(7)
Preferred to work part-time......................................	1	2	(8)
Other (circle & specify)_______________________________	1	2	(9)

14. Have you turned down any full-time job offers?

*yes........................	1	
no.........................	2	(10)

*If yes, why did you turn down full-time job offers? (Circle yes or no for each possible reason.)

	yes	no	
job not in my field.........................	1	2	(11)
lack of promotion opportunities..............	1	2	(12)
salary......................................	1	2	(13)
did not like kind of work....................	1	2	(14)
racial or sexual discrimination..............	1	2	(15)
already had a job...........................	1	2	(16)
had other more appealing job opportunities...	1	2	(17)
unsatisfactory hours........................	1	2	(18)
preferred full-time graduate study...........	1	2	(19)
unsatisfactory working conditions............	1	2	(20)
geographical location.......................	1	2	(21)
unacceptable co-workers.....................	1	2	(22)
did not think it would improve my skills.....	1	2	(23)
work too boring and routine.................	1	2	(24)
would not accept employer's ideas about how I dressed or my personal grooming...........	1	2	(25)
preferred part-time job.....................	1	2	(26)
could not accept policies and practices of employer..................................	1	2	(27)
family considerations.......................	1	2	(28)
other (circle & specify)______________________	1	2	(29)

15. If you did not find employment as soon as you expected, which of the following best describes your three most important feelings at that time? (Rank in order of importance: 1 for most important; 2 for second most important; 3 for third most important.) (CIRCLE AND RANK.)

Concern with what my parents would think.............................____01
Concern with what my spouse, girl or boyfriend would think...........____02
Concern with what my friends might think.............................____03
My own personal feelings of inadequacy...............................____04
Angry that my college degree was not worth as much as I expected.....____05
Angry that people were not giving me a chance to prove myself........____06
Concerned about my financial situation...............................____07
Bored..____08
Relieved...____09
Apprehension about the future..____10 (30-31)
Other (write the number & specify)_________________________________ ____11 (32-33)
Does not apply to me.. ____12 (34-35)

---

16. How influential were the following people in your decisions concerning the selection of your first job? (Circle one for each row.)

		Very Influential	Somewhat Influential	Not at all Influential	
Row 1.	Parents......................	1	2	3	(36)
Row 2.	Member of college faculty......	1	2	3	(37)
Row 3.	Assigned academic advisor......	1	2	3	(38)
Row 4.	Person in field chosen.........	1	2	3	(39)
Row 5.	Friends......................	1	2	3	(40)
Row 6.	Employer.....................	1	2	3	(41)
Row 7.	Others (circle & specify)_____ ______________________	1	2	3	(42)

---

17. Did you experience any discrimination when searching for a job? (Circle one.)
*If you circle no, skip to question 18.

yes........................1
*no........................2 (43)

17A. Which of the following factors do you feel were the basis for the job discrimination? (Circle yes or no for each possible reason given.)

	yes	no	
being a man	1	2	(44)
being a woman	1	2	(45)
sexual preference	1	2	(46)
being young	1	2	(47)
hair style or length	1	2	(48)
dress	1	2	(49)
race	1	2	(50)
ethnic background	1	2	(51)
school attended	1	2	(52)
political views	1	2	(53)
other (circle & specify)____________________	1	2	(54)

---

18. All things considered, how useful would you say was the career guidance and counseling you received in helping you obtain your first job? (Circle one.)

very helpful	1	
somewhat helpful	2	
not too helpful	3	
not helpful at all	4	
I did not receive any career guidance/counseling while in college	5	(55)

IF YOU ARE CURRENTLY UNEMPLOYED, SKIP TO QUESTION 35.

19. Which of the following best describes your current primary employer? (Circle one.)

I am self-employed, or in business owned by my family	01	
I have my own professional office	02	
Professional partnership	03	
Private profit-making company or corporation	04	
College or university	05	
Junior college	06	
Non-profit research organization or institute, not affiliated with a university	07	
Public welfare organization	08	
Private welfare organization	09	
Hospital or clinic	10	
Elementary or secondary school or school system	11	
Federal government (U.S.)	12	
State government	13	
Local government	14	
Church	15	
Other (circle & specify)____________________	16	(56-57)

---

20. Which statement best describes how you regarded your present job at the time you accepted it? (Circle one.)

temporary job until a better one could be found	1	
temporary job while waiting to report to a new job	2	
temporary job to earn money to do something else, e.g., travel, school, have free time for some other purpose	3	
job to earn money while I decided what kind of work I wanted	4	
job with possible career potential	5	
job with definite career potential	6	
job not in my main field of study	7	
other (circle & specify)____________________	8	(58)

IF YOU ARE IN A JOB NOT IN YOUR MAIN FIELD OF STUDY, CONTINUE TO THE NEXT THREE PARTS OF THIS QUESTION. OTHERWISE, SKIP TO QUESTION 21.

A. What was the main reason you took a job not directly related to your field? (Circle one.)

only job I could find................................1
better pay than a job in my field...................2
better opportunity for advancement than in my field..3
to see if I liked this kind of work.................4
opportunity to help people or be useful to society...5
did not want to work in my field....................6
wanted to work in manual occupation.................7
other (circle & specify)______________________________8 (59)

B. What are your present considerations about finding a job in your field? (Circle one.)

continue to search for a job in your field..........1
seek any sort of job at all to tide you over until the type of job you want appears....................2
wait until you could get the job you wanted in your field...3
select another field of interest even if it meant that you could not use the skills acquired through your education.......................................4
go to graduate school...............................5
other (circle & specify)______________________________6 (60)

C. If you were unable to obtain the type of job for which your college experience prepared you, how difficult was it for you to obtain some other type of work? (Circle one.)

very difficult.............1
somewhat difficult.........2
not difficult at all.......3 (61)

21. Are your occupation plans the same now as they were when you first graduated? (Circle one.)

Yes, exactly the same.......1
Yes, somewhat the same......2
*No, not the same............3
I had no plans..............4 (62)

*If "no," your post-graduation occupation plans are not the same now: Which of the following best describes your reasons for the change? (Circle one.)

I am no longer interested in pursuing the same career....................1
My financial circumstances have changed..................................2
My family responsibilities have changed..................................3
I have become more involved with changing our society....................4
I have become less involved with changing our society....................5
I have decided to go to graduate school..................................6
I have not been able to obtain a satisfactory job........................7
I have decided not to go to graduate school..............................8
Other (circle & specify) ____ 9 (63)

---

22. What was your annual rate of earnings before deductions, on your first post-college full-time job? (Circle one.)

Under $3,000...............01
$3,000 - $3,999............02
4,000 - 4,999............03
5,000 - 5,999............04
6,000 - 6,999............05
7,000 - 7,999............06
8,000 - 8,999............07
9,000 - 9,999............08
10,000 - 10,999............09
11,000 - 12,999............10
13,000 - 14,999............11
15,000 or more.............12
Have not worked full-time
since college graduation...13 (64-65)

How did these earnings compare with earnings you expected when you received your degree? (Circle one.)

substantially lower.........1
somewhat lower..............2
about the same..............3
somewhat higher.............4
substantially higher........5 (66)

---

23. How well would you say your academic training has prepared you to do the major duties of your present job? (Circle one.)

very well...................1
moderately well.............2
*not very well..............3
*not very well at all........4 (67)

*If you answered "not very well" or "not well at all," was this because: (Circle one.)

I had training in this field, but it did not prepare me for this job......1
I did not have enough training in this field, although I took courses on it...2
I need academic training in a field in which I took no courses............3
Academic training is not relevant to my present position.................4 (68)

---

24. The following are some general things that people do on their jobs. Roughly how many hours do you spend on each in the average work day? (Circle one in each row.)

		HOURS PER DAY					
		None	1-2	3-4	5-6	7-8	
Row A.	Working with things (machinery, apparatus, art materials, etc.)...............	1	2	3	4	5	(69)
Row B.	Doing paperwork (administrative clerical, managerial, etc.)...................	1	2	3	4	5	(70)
Row C.	Working with ideas, thinking..................	1	2	3	4	5	(71)
Row D.	Working with people (as part of the job.)................................	1	2	3	4	5	(72)

Which of the above activities (A-working with things, B-doing paperwork, C-working with ideas, and D-working with people) is most important to your doing your job? Which is least important to your doing your job? (Circle one in each column.)

COLUMN 1	COLUMN 2
Most Important to job	Least Important to job
A............1	A.............1
B............2	B.............2
C............3	C.............3
D............4	D.............4
(73)	(74)

25A. Describe below the kind of work you are doing in your current employment. (For example: salesperson, elementary school teacher, secretary, nurse, engineer, carpenter or social worker.)

(75-76)

25B. What are the major duties or activities of your current employment? (For example: teaching, selling advertisement space, dealing with clients, blueprint drawing, caring for patients, or writing reports.)

(77-78)

26. Rate each of the following in terms of your present job. (Circle one in each row.)

			Very	Fairly	Neither	Fairly	Very		
Row A.	Work situation is:	COMPETITIVE	1	2	3	4	5	COOPERATIVE	(79)
Row B.	I see the specific results of my work:	OFTEN	1	2	3	4	5	RARELY	(80)
Row C.	The work is:	REPETITIVE	1	2	3	4	5	VARIED	(5) C
Row D.	Work hours are:	FLEXIBLE	1	2	3	4	5	INFLEXIBLE	(6)
Row E.	Job security is:	GREAT	1	2	3	4	5	LITTLE	(7)
Row F.	Work is:	PREDICTABLE	1	2	3	4	5	UNPREDICTABLE	(8)
Row G.	I work under time pressure:	OFTEN	1	2	3	4	5	RARELY	(9)
Row H.	Opportunities for making policy decisions are:	FEW	1	2	3	4	5	MANY	(10)
Row I.	Work is:	IMPORTANT	1	2	3	4	5	UNIMPORTANT	(11)
Row J.	To find out how well I'm doing is:	EASY	1	2	3	4	5	HARD	(12)
Row K.	Opportunities for personal growth on the job are:	GOOD	1	2	3	4	5	POOR	(13)
Row L.	I take work home:	OFTEN	1	2	3	4	5	RARELY	(14)
Row M.	Work is:	UNINTERESTING	1	2	3	4	5	INTERESTING	(15)

Which one of the above items do you least like about your job? (Indicate row letter from question 26.)

_____ (16-17)

---

27. Do you work with other people in your organization as a member of a team or do you do your work more or less separately? (Circle one.)

as a member of a team.......1
more or less separately.....2
pretty much both............3 (18)

28. Rate among the following the three (3)most important factors which you believe would be most helpful in your getting ahead on your present job. (Rank these three factors according to importance. 1 = Most important; 2 = second most important and 3 = third most important.) (CIRCLE AND RANK.)

Handling people well	____	01	
Having a great deal of energy or "drive"	____	02	
Taking responsibility	____	03	
Having the appropriate social background	____	04	
Having a great deal of stamina or endurance	____	05	
Being of a different sex or race	____	06	
Being a joiner	____	07	
Dressing-grooming	____	08	
Thinking up new ways of doing things	____	09	
Having more skill or experience	____	10	
Being more certain about what I really want to do	____	11	
Being less outspoken, critical	____	12	
Having graduated from a more prestigious college	____	13	(19-20)
Being more outspoken, critical	____	14	(21-22)
"Dead-end job"	____	15	(23-24)

---

29. Which of the following three (3) were most important in your decision to take or not take your present job? (Rank in order of importance. 1 = Most important; 2 = second most important and 3 = third most important.) (CIRCLE AND RANK.)

Needed money to live	____	01	
Needed money to support spouse	____	02	
Interest in that job	____	03	
Geographic location	____	04	
Pressure from parents	____	05	
Pressure from peers	____	06	
Boredom	____	07	
Curiosity	____	08	
Wanted to make something of myself	____	09	
Getting a job is the only thing to do	____	10	(25-26)
Own feelings of self adequacy	____	11	(27-28)
Other (circle & specify)________________________	____	12	(29-30)

30. How easily has it been or would it be for you to have accepted the following situations in a work setting? (Circle one in each row.)

		Accepted Easily	Accepted Reluctantly	Rejected	
Row 1.	Conforming in matters of clothing	1	2	3	(31)
Row 2.	Outward conformity for the sake of career advancement.	1	2	3	(32)
Row 3.	The power and authority of the "boss" in a work (job) situation.	1	2	3	(33)
Row 4.	Moving frequently as part of the job.	1	2	3	(34)

---

31. Which of these characteristics was or would be of greatest concern to you in choosing a job? In column A, circle the numbers of the three most important characteristics and indicate their order in the spaces beside the numbers. In column B circle the three least important characteristics and indicate their order in the spaces beside the numbers. (CIRCLE AND RANK.)

In Column A	In Column B
1 = Most Important	1 = Least Important
2 = Second Most Important	2 = Second Least Important
3 = Third Most Important	3 = Third Least Important

	Column A Most Important Characteristics	Column B Least Important Characteristics	
Chance to learn new things...........	____01	____01	
Opportunities to be helpful to others or useful to society.................	____02	____02	
Avoiding a high pressure job.........	____03	____03	
Opportunity for advancement..........	____04	____04	
High prestige and social status.......	____05	____05	
Chance to use my special skills and abilities............................	____06	____06	
Freedom from supervision in my work...	____07	____07	
Variety in work assignments..........	____08	____08	
Chance to engage in satisfying leisure activities-(recreational, cultural, etc.)	____09	____09	
Friendly and congenial associates.....	____10	____10	(35-36)
Working as a part of a team..........	____11	____11	(37-38)
Making a lot of money................	____12	____12	(39-40)
Stable and secure future.............	____13	____13	(41-42)
Chance to exercise leadership........	____14	____14	(43-44)
Chance to make a contribution to important decisions..................	____15	____15	(45-46)

32. Which of the following statements reflects your opinion of the current job market? (Circle yes or no for each statement.)

	yes	no	
There are no jobs available in my field	1	2	(47)
There are no jobs available in any field	1	2	(48)
There are jobs available only if you know someone	1	2	(49)
It's hard to find a job but they are there if you look	1	2	(50)
There is sex discrimination in hiring	1	2	(51)
There is race discrimination in hiring	1	2	(52)
There are jobs if you are willing to settle for less than you expected	1	2	(53)

---

33. Are you looking for another job? (Circle the number that best describes your situation.)

Yes, I am actively looking right now	1	
No, but I am seriously considering it	2	
No, but I might take a new job if someone offered it to me	3	
No, and I would not consider changing jobs at this time	4	(54)

If you have any further comments or reactions to your job situation, please write them in below.

____

____

____ (55)

---

34. Since your graduation, how many months were you unemployed, but searching for work? (Circle one.)

1 month	1	
2 months	2	
3 months	3	
4-8 months	4	
8-12 months	5	(56)

If you are CURRENTLY EMPLOYED, skip to question 40, if you are CURRENTLY UNEMPLOYED continue answering the following questions.

35. How long have you been looking for work? (Circle one.)

1 week or less..............1
2-4 weeks...................2
5-9 weeks...................3
10-14 weeks.................4
15-26 weeks.................5
27 weeks or more............6 (57)

---

36. Do you intend to look for work within the next six months? (Circle one.)

yes........................1
maybe or don't know........2
*no........................3 (58)

*If "no," what is the main reason you will not be looking for work within the next six months? (Circle one.)

family responsibilities (including pregnancy)........1
going to school.....................................2
ill or disabled.....................................3
cannot arrange child care...........................4
could not find kind of work I wanted................5
could not find any job..............................6
waiting to enter Armed Forces.......................7
do not want to work now.............................8
other (circle & specify)____________________________9 (59)

---

37. Have you worked at any job since May, 1972 which you no longer hold? (Circle one.)

Yes, summer only...........1
Yes, full-time.............2
Yes, part-time.............3
No.........................4 (60)

---

38. Do you expect to look only for a job in the field related to your most recent degree? (Circle one.)

yes........................1
no.........................2 (61)

---

39. What is the main reason you have not been able to find a job? (Circle one.)

available jobs not related to field of study	1	
low pay in available jobs	2	
no jobs available	3	
unsatisfactory working conditions, locations, etc.	4	
do not like kind of work available	5	
do not want to work now	6	
sex or race discrimination	7	
other (circle & specify) ______________________________	8	(62)

---

40. My experiences of this past year has affected me in the following ways. (Circle yes or no for each.)

	yes	no	
I am more confident of my ability to achieve my work goals	1	2	(63)
I have less faith that the system can work	1	2	(64)
I don't believe everyone who wants work can find it	1	2	(65)
I would pick a different college major if I had to do it over again	1	2	(66)
I now know that my expectations were too high	1	2	(67)
I realize I need to go back to school	1	2	(68)
Other (circle & specify) ______________________________	1	2	(69)

41. To be answered only by those who are now working or have worked during the past year. Indicate your feelings of satisfaction about the following. (Circle one in each row.)

VS = Very Satisfied
SS = Somewhat Satisfied
N = Neutral
SD = Somewhat Dissatisfied
VD = Very Dissatisfied

How satisfied were you with:

		VS	SS	N	SD	VD	
Row 1.	chance to learn new things	1	2	3	4	5	(70)
Row 2.	opportunities to be helpful to others and useful to society	1	2	3	4	5	(71)
Row 3.	high pressure of job	1	2	3	4	5	(72)
Row 4.	opportunity for advancement	1	2	3	4	5	(73)
Row 5.	prestige and social status	1	2	3	4	5	(74)
Row 6.	opportunities to use my special skills and abilities	1	2	3	4	5	(75)
Row 7.	supervision	1	2	3	4	5	(76)
Row 8.	variety in work assignments	1	2	3	4	5	(77)
Row 9.	co-workers	1	2	3	4	5	(78)
Row 10.	working as part of a team	1	2	3	4	5	(79)
Row 11.	salary	1	2	3	4	5	(80)
Row 12.	job security	1	2	3	4	5	(5)
Row 13.	opportunities to exercise leadership	1	2	3	4	5	(6)
Row 14.	opportunities to influence important decision	1	2	3	4	5	(7)
Row 15.	hours	1	2	3	4	5	(8)
Row 16.	geographical location	1	2	3	4	5	(9)
Row 17.	policies and practices of employer	1	2	3	4	5	(10)
Row 18.	job responsibilities	1	2	3	4	5	(11)
Row 19.	other (circle & specify)____________________	1	2	3	4	5	(12)

42. For those not planning to be enrolled in a graduate or professional degree program during the coming academic year (1973-1974): Do you expect to go on for further degree study (on campus, at night school, or by correspondence) in the future? (Circle one.)

no........................1
probably not................2
*probably yes................3
*yes........................4 (13)

*If "yes" or "probably yes": When do you expect to begin or go back? Make your single best prediction. (Circle one.)

Academic year:
1974-1975...................1
1975-1976...................2
1976-1977...................3
1977-1978...................4
No specific date in mind....5 (14)

---

43. Are you presently attending graduate school? (Circle one.)

yes........................1
*no........................2 (15)

*If "no," have you applied for Fall, 1973? (Circle one.)

**yes........................1
no..........................2 (16)

**If you have applied and are not presently attending graduate school, have you been accepted? (Circle one.)

yes........................1
no........................2 (17)

IF YOU ARE A FULL-TIME OR PART-TIME GRADUATE STUDENT, OR HAVE BEEN ACCEPTED FOR FALL TERM 1973, ANSWER THE FOLLOWING QUESTIONS. IF YOU ARE NOT CURRENTLY A FULL OR PART-TIME GRADUATE STUDENT AND HAVE NOT BEEN ACCEPTED FOR FALL 1973 ENROLLMENT, SKIP TO QUESTION 56.

44. Which three (3) of the following were most important in your decision to attend graduate or professional school. (Rank the three in order of importance. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE & RANK)

To earn credentials essential to my career goal........................____01

To further my professional teaching...................................____02

To increase my earning potential......................................____03

To give me more time to decide what I want to do......................____04

Could not find a job related to my undergraduate training.............____05

Could not find any acceptable job.....................................____06

To enhance my overall intellectual growth.............................____07

To delay entering the job market......................................____08 (18-19)

To meet people..____09 (20-21)

Other (circle & specify)________________________________ ____10 (22-23)

---

45. When did you first decide to attend graduate or professional school? (Circle one.)

prior to high school..................................1

during high school.....................................2

during first two years of college......................3

during third year of college...........................4

during my senior year of college.......................5

after college graduation...............................6 (24)

---

46. What is your current or expected graduate/professional school major? (Use code sheet attached to back of questionnaire. Enter the number in box below which appears next to your major on the code sheet.)

☐☐☐

(25-27)

47. What is your primary source of financial support for your graduate and professional study? (Circle the one source that accounts for most of the funds required to cover the costs of your graduate/professional training.)

part-time or summer work	01	
savings from full-time employment	02	
parental, family aids or gifts	03	
parents' military service	04	
G.I. Bill	05	
spouse's employment	06	
scholarships and grants	07	
fellowships	08	
NDEA loans, government or college loans	09	
other repayable loans	10	
teaching or research assistantships	11	
other (circle & specify) ______________________	12	(28-29)

---

48. Indicate your plans for the coming (1973-1974) academic year, by circling one of the following:

Will continue studies in:

same field, same school	1	
*same field, but different school	2	
*same school, but different field	3	
*different field and different school	4	

Will not be enrolled because:

work for degree will be completed	5	
studying in absentia	6	
*interrupting my studies temporarily	7	
*stopping my studies short of the degree	8	(30)

*Why are you making the changes indicated (*) above? ______________________

____

____ (31-32)

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED ONLY BY THOSE WHO HAVE BEEN ENROLLED IN GRADUATE OR PROFESSIONAL SCHOOL FULL OR PART-TIME SOMETIME BETWEEN June 1, 1972, AND June, 1973. ALL OTHER RESPONDENTS SKIP TO QUESTION 56.

49. Which of the following describes your primary anticipated employer once you have completed your formal education? (Circle one.)

I will be self-employed, or in business owned by my family	01	
I will have my own professional office	02	
Professional partnership	03	
Private profit-making company or corporation	04	
College or university	05	
Junior college	06	
Non-profit research organization or institute, not affiliated with a university	07	
Public welfare organization	08	
Private welfare organization	09	
Hospital or clinic	10	
Elementary or secondary school or school system (not junior college)	11	
Federal government (U.S.)	12	
State government	13	
Local government	14	
Church	15	
Other (circle & specify) ______	16	(33-34

50. Are your occupational plans the same now as they were when you first graduated? (Circle one.)

Yes, exactly the same.......1
Yes, somewhat the same......2
*No, not the same............3
I had no plans..............4 (35)

*If "no," your post-graduation occupation plans are not the same now: Which of the following best describes your reason for the change? (Circle one.)

I am no longer interested in pursuing the same career career..1
My financial circumstances have changed..............2
My family responsibilities have changed..............3
I have become more involved with changing our society..4
I have become less involved with changing our society..5
I have decided to go to graduate school..............6
I have not been able to obtain a satisfactory job....7
I have decided not to go to graduate school..........8
Other(circle & specify)________________________________9 (36)

---

51. Once you complete your graduate studies, what is your expected annual rate of earnings, before deductions on your first job? (Circle one.)

Under $3,000...............01
$3,000 - $3,999............02
4,000 - 4,999............03
5,000 - 5,999............04
6,000 - 6,999............05
7,000 - 7,999............06
8,000 - 8,999............07
9,000 - 9,999............08
10,000 - 10,999............09
11,000 - 12,999............10
13,000 - 14,999............11
15,000 or more............12 (37-38)

52A. Rate among the following three (3) the factors which you anticipate will be most helpful in your getting ahead in your post-education job. (Rank the three (3) according to their importance. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

Handling people well	01	
Having a great deal of energy or "drive"	02	
Taking responsibility	03	
Having the appropriate social background	04	
Having a great deal of stamina or endurance	05	
Being of a different sex or race	06	
Being a joiner	07	
Dressing-grooming	08	
Think up new ways of doing things	09	
Having more skill or experience	10	
Being more certain about what I really want to do	11	
Being less outspoken, critical	12	(39-4
Having graduated from a more prestigious college	13	(41-4
Being more outsoken, critical	14	(43-4
"Dead-End Job"	15	

52B. Select the three (3) criteria which you believe will be most important in your decision to take or not take a job? (Rank the three (3) in order of importance. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

Money to live	01	
Money to support spouse	02	
Interest in that job	03	
Geographic location	04	
Pressure from parents	05	
Pressure from peers	06	
Boredom	07	
Curiosity	08	
Want to get ahead	09	
Want to make something of myself	10	
Getting a job is the only thing to do	11	(45-46
Own feelings of self adequacy	12	(47-48
Other (circle & specify) ______________________	13	(49-5

53. How easy will it be for you to accept the following situations in a work setting? (Circle one in each row.)

	Accept Easily	Accept Reluctantly	Reject	
Row 1. Conforming in matters of clothing and personal grooming..............	1	2	3	(51)
Row 2. Outward conformity for the sake of career advancement.............	1	2	3	(52)
Row 3. The power and authority of the "boss" in a work (job) situation...	1	2	3	(53)
Row 4. Moving frequently as part of the job	1	2	3	(54)

---

54. Which of these characteristics do you anticiapte will be of greatest concern to you in choosing a job? In column A, circle the number of the three most important characteristics and indicate their order in the spaces beside the numbers. In column B, circle the number of the three least important characteristics and indicate their order in the spaces beside the numbers.

In COLUMN A	In COLUMN B
1 = Most Important	1 = Least Important
2 = Second Most Important	2 = Second Least Important
3 = Third Most Important	3 = Third Least Important

	COLUMN A Most Important Characteristics	COLUMN B Least Important Characteristics	
Chance to learn new things.................	____01	____01	
Opportunities to be helpful to others or useful to society...........................	____02	____02	
Avoiding a high pressure job which takes too much out of you............................	____03	____03	
Opportunity for advancement................	____04	____04	
High prestige and social status............	____05	____05	
Chance to use my special abilities..........	____06	____06	
Freedom from supervision in my work.........	____07	____07	
Variety in work assignments................	____08	____08	
Chance to engage in satisfying leisure activities (recreational, culture, etc.)....	____09	____09	
Friendly and congenial associates...........	____10	____10	
Working as a part of a team................	____11	____11	(55-56)
Making alot of money........................	____12	____12	(57-58)
Stable and secure future...................	____13	____13	(59-60)
Chance to exercise leadership..............	____14	____14	(61-62)
Chance to make a contribution to important decisions..............................	____15	____15	(63-64)
			(65-66)

55. My experiences of this past year has affected me in the following ways. (Circle yes or no for each.)

	yes	no	
I am more confident of my ability to make it....................	1	2	(67)
I have less faith that the system can work.......................	1	2	(68)
I don't believe everyone who wants work can find it..............	1	2	(69)
I would pick a different major if I had to do it over again.......	1	2	(70)
I now know that my expectations were too high....................	1	2	(71)
I realize I need to continue in school...........................	1	2	(72)
Other (circle & specify)____________________________	1	2	(73)

ALL RESPONDENTS ANSWER THE FOLLOWING QUESTIONS.

56. Since receiving your bachelor's degree, have you ever enrolled in a course which was not applicable to a degree? (Circle one.)

*yes.........................1
no..........................2 (74)

*If "yes," how many such courses have you taken? (Write in the number of courses.)

_____ (75-7

*If "yes," what is (was) your primary reason for taking this (these) course(s)? (Circle one.)

To pass certification requirements for teaching or counseling in primary or secondary schools........1
To gain specific "job knowledge" for my present (at the time) employer..............................2
To prepare myself for a new job......................3
To enhance my own knowledge regardless of a degree career, or job benefits............................4
Other (circle & specify)____________________________5 (77)

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57. Circle the category which describes your present status with respect to advanced training in graduate or professional school. (Circle one.)

Already obtained the advanced degree I wanted........1
Now in school working toward an advanced degree......2
Never attended and do not plan to...................3
*Attended but left before obtaining a degree, and plan to return for a degree in the future............4
*Attended but left before obtaining a degree, and do not plan to get any further degree...................5
*Never attended but want to do so in the future.......6
*Other (circle & specify)______________________________7 (78)

*A. Which of the following factors are important reasons for your not attending graduate or professional school at the present time? (Circle yes or no in each row.)

		yes	no	
Row A.	There are no graduate or professional schools in the community I am living in now..............................	1	2	(79)
Row B.	I have family responsibilities which require my presence at home..	1	2	(80)
Row C.	My family (and/or husband) does not approve of my attending graduate school..................................	1	2	C (5)
Row D.	I cannot financially afford to attend graduate school at the present time...	1	2	(6)
Row E.	I need additional work experience before applying or returning to graduate school..............................	1	2	(7)
Row F.	I have changed my career field and must take further courses before I can apply to graduate school............	1	2	(8)
Row G.	My career goals are still too uncertain to attend graduate school now..	1	2	(9)
Row H.	I have changed my career plans and am no longer interested in a field for which an advanced degree is necessary......	1	2	(10)
Row I.	I do not need an advanced degree to succeed in the field I am now in (or want to enter)............................	1	2	(11)
Row J.	Other (circle & specify)________________________________	1	2	(12)

58. Only women who have been enrolled in a graduate or professional school program (full or part-time) answer the following. Has being a woman involved any of the following disadvantages for you as a student in your department or professional school? (Circle yes or no in each row.)

		yes	no	
Row A.	The teaching staff generally discourages women students from seeking advanced degrees	1	2	[illegible]
Row B.	Men students consider women's higher education a waste	1	2	(14)
Row C.	Women are less apt than the men to get stipends, teaching or research assistantships, internships	1	2	(15)
Row D.	Women are given less help than men in job recommendations and placements	1	2	(16)
Row E.	A woman student is considered a woman first, student second, whereas a male student is just a student	1	2	(17)
Row F.	Married women students have a harder time meeting requirements than married men students do	1	2	(18)
Row G.	A woman has to be brillant to get the attention and support the average male student gets	1	2	(19)
Row H.	No special disadvantages	1	2	(20)
Row I.	Other (circle & specify) ________________	1	2	(21)

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59. Which of the following comes closest to representing your ultimate degree plans? (Circle one.)

I plan to receive:

MD	1	
LLB or JD	2	
Other professional degrees (MSW, MED, MA, MS)	3	
Highest research degree in my field (PhD, EdD, ScD, etc.)	4	
Degree other than the highest research degree in my field	5	
BA or BS	6	
Other (circle & specify) ________________	7	(22)

60. If you had free choice and enjoyed a complete absence of restraints (finances, family, etc.), what would you do for one year? (Circle one.)

travel	01	
go to graduate school	02	
go to graduate school & work part-time	03	
join a group working to alleviate social problems (VISTA, Peace Corps, etc.)	04	
find a job in my field	05	
find a job not in my field	06	
devote the time to my own interests	07	
absolutely nothing	08	
go into business for myself	09	
use the time to further my own knowledge	10	
I don't know	11	
Other (circle & specify) ____________________	12	(23-24)

---

61. The three (3) biggest obstacles I see to achieving the career goals I have set for myself are: (Rank the three in order of importance. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

lack of ability to make it in my field	____	01	
lack of financial resources to earn a higher degree	____	02	
being a woman	____	03	
not really knowing what I want to do	____	04	
my race or social background	____	05	
lack of job opportunity	____	06	
family responsibilities	____	07	
lack of necessary career skills	____	08	
lack of necessary intellectual skills	____	09	
lack of cooperation/understanding of spouse	____	10	
poor training in college	____	11	
lack of necessary personal skills	____	12	(25-26)
selection of wrong undergraduate major	____	13	(27-28)
other (circle & specify) ____________________	____	14	(29-30)

62. Of the following, which three (3) factors do you feel are the most important in defining the life style which you would like to have in five years? (Circle three and indicate the order of importance in the indicated space. 1 = Most important; 2 = second most important; 3 = third most important.)

good family relationships........................____01
freedom to pursue your own interests............____02
favorable geographical location.................____03
good friends....................................____04
freedom from financial worry....................____05
a challenging job...............................____06
steady, secure employment.......................____07
opportunities for meaningful work...............____08 (31-32)
access to art institution, music, theatre, etc..____09 (33-34)
other (circle & specify)________________________ ____10 (35-36)

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63. When you compare the type of life style which you would like to achieve with that of your parents, which of the following would you prefer? (Circle one.)

A life style very similar to that of my parents..........................1
A life style somewhat similar to that of my parents, but without the need for so many material goods and possessions.........................2
A life style somewhat similar to that of my parents, but with more in the way of material goods and possessions.............................3
A life style quite unlike that of my parents............................4 (37)

---

64. Which of the following comes closest to describing your life style preference for the future? (Circle one.)

I prefer to live a fairly private life. While I plan to have some close friends, I will not be actively involved in social and political concerns. I do not plan on being a joiner, nor do I expect to be active in many community activities. Most of my free time will be spent with my family..1

Although I intend to build much of my life around my family, I do plan on participating in some community activities involving political-social concerns. I will probably join several organizations and clubs. I plan on having more than a few friends and spending time with many different kinds of people. Generally, I plan on maintaining a fairly even balance between my private and public life..2

Although my family will be an important part of my life, I do plan on being a very active person in my community. I intend to be involved in a variety of social and political activities. I want very much to play a strong role in helping to eliminate the problems faced by our society. I will probably become involved in such efforts even though it may create some hardships for my family..3

Because I plan on being actively involved in social and political concerns, I do not plan on having a family for at least five years. I want to be as mobile as possible and not have to worry about the responsibility of a family..4

I do not plan on being actively involved in matters of social and political concern. At the same time, I do not plan on having a family for at least five years. I want to be free to move around and to explore different alternatives..5

Other (circle & specify)____6 (38)

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65. Please read the following descriptions and indicate which of the characteristics of each you most like and least like. (Circle one in each column for each description.)

A. You, your family, and your friends have decided upon a communal life style. You all contribute to the cohesiveness and self-sufficienty of the group. Your emphasis is not so much on the quantity of the things which you possess but rather upon the quality of the human relationships in your life.

	Most Like (circle one)	Least Like (circle one)	
communal life style..........	1	1	
group cohesiveness...	2	2	
self-sufficiency	3	3	
quality of human relationships..	4	4	
de-emphasis on quantity of possessions....	5	5	(39-40)

B. You are a loner, While you may or may not enjoy the company of others, your primary interest is in remaining flexible and mobile in your life style. Your work encourages, perhaps even requires, that you travel frequently and alone. You require a great deal of freedom in relationships, freedom to move.

	Most Like (circle one)	Least Like (circle one)	
solitude.......	1	1	
mobility.......	2	2	
freedom in relationships..	3	3	
freedom to travel.........	4	4	
employment necessitating travel.........	5	5	(41-42)

C. Yours is an effort to lead a "comfortable" life. You would like the usual benefits of a happy family, a secure job, standardized work hours, etc. While you would like the "good life" (car, home, vacations, etc.), you are not really concerned with amassing large amounts of goods or possessions.

	Most Like (circle one)	Least Like (circle one)	
happy family...	1	1	
job security...	2	2	
"the good life"	3	3	
possession of "enough" goods.	4	4	
			(43-44)

		Most Like (circle one)	Least Like (circle one)
D.	Yours is a life style which you perceive to be more flexible than that of the surrounding culture, but you still utilize parts of that culture for your own needs. You see yourself as having friend and family relationships which are more open and flexible than most; you seek employment which is less restrictive, with less emphasis on security and steadiness. You are a "part" of the system, but you have your own style.	interaction with the larger culture........ 1	1

	Most Like (circle one)	Least Like (circle one)
interaction with the larger culture........	1	1
semi-open and flexible family/friend relationships..........	2	2
more flexible employment.....	3	3
"fringe" of culture........	4	4

(45-46)

E. You are vitally concerned with social problems of this country. Not only have you committed yourself to finding solutions, but you expect your family life to reflect your concern. You have little interest in the more material aspects of living; rather, you are concerned with aiding fellow humans.

	Most Like (circle one)	Least Like (circle one)
concern with social issues..	1	1
personal commitment to ideal or belief.........	2	2
the helping role...........	3	3
family commitment.....	4	4
lack of interest in material gains..........	5	5
concern with other people...	6	6

(47-48)

F. You want to "make it." You expect to acquire the material possessions which only large amounts of money can obtain. You are willing to work long and hard to achieve financial success. Your family reflects both adjustment to and appreciation of your need to work and make money.

	Most Like (circle one)	Least Like (circle one)	
emphasis on acquisition....	1	1	
financial success........	2	2	
need for hard work...........	3	3	
family adjustment to work needs..........	4	4	(49-50)

---

66. Which of the life styles described above do you think you would most like to live yourself? Which do you actually expect to live yourself? (Circle one in each column.)

	COLUMN 1 Would Most Like to Live	COLUMN 2 Actually Expect to Live	
A......................	1	1	
B......................	2	2	
C......................	3	3	
D......................	4	4	
E......................	5	5	
F......................	6	6	(51-52)

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67. How attainable do you feel your concept of the "good life" will be? (Circle one.)

very attainable...............................1

attainable through hard work...................2

very difficult to attain; only slight possibility of attaining it....................3

impossible for me to attain...................4 (53)

---

68. What full-time salary (from all sources before taxes) would you expect to receive for your job: a) five years from now; b) ten years from now; c) expected salary at age 45; and d) salary you would like at age 45.

	5 years	10 years	Expected at age 45	Would like at age 45
Less than $3,000....................	01	01	01	01
$3,000 - $4,999.....................	02	02	02	02
$5,000 - $7,999.....................	03	03	03	03
$8,000 - $11,999....................	04	04	04	04
$12,000 - $14,999...................	05	05	05	05
$15,000 - $19,999...................	06	06	06	06
$20,000 - $24,999...................	07	07	07	07
$25,000 - $29,999...................	08	08	08	08
Over $30,000........................	09	09	09	09
Do not expect to be working.........	10	10	10	10
	(54-55)	(56-57)	(58-59)	(60-61)

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69. Here are some things that people may or may not want to accomplish during their lives. Select the three (3) which would be most important to you. (Rank in order of importance to you. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

write a book.................................____01
make an innovation in my field..................____02
have a great deal of authority..................____03
become well known in my field...................____04
publish in a magazine or professional journal...____05
be a leader in a community organization.........____06
make a theoretical contribution to a science....____07
become well known nationally....................____08
become an authority on a special subject in my field...____09
be influential in public affairs................____10
make a contribution to technology...............____11
be elected to public affairs....................____12
have poems, novels, or short stories published..____13
produce original paintings, sculpture, etc......____14
have a musical composition played or published..____15
become famous or eminent........................____16
make a significant contribution to literature or the arts.......................................____17
make at least $20,000 a year....................____18
develop a very successful business of my own....____19 (62-63)
be elected to a high office in a professional organization....................................____20 (64-65)
other (circle & specify)________________________ ____21 (66-67)

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70. How do you think you (will) compare with other people in your occupation as a whole on: (A) amount of money you (will) earn, (B) recognition by others in your occupation, and (C) opportunity to use your abilities fully now and at age 45? (Circle one for Now and one for Age 45 in each column.)

	COLUMN A		COLUMN B		COLUMN C		
	Earnings		Recognition		Opportunities To Use Your Full Abilities		
	Now	At Age 45	Now	At Age 45	Now	At Age 45	
Top	9	9	9	9	9	9	Top
	8	8	8	8	8	8	
	7	7	7	7	7	7	
	6	6	6	6	6	6	
Middle	5	5	5	5	5	5	Middle
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
Bottom	1	1	1	1	1	1	Bottom
	(68)	(69)	(70)	(71)	(72)	(73)	

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71. Taking into account all aspects of your present life style, are you happy with your current status? (Circle one.)

very happy..................1
fairly happy................2
not too happy...............3
not happy...................4 (74)
very unhappy................5

72. When considering your answer for the prior question, which three (3) of the following aspects of your life did you consider the most important in evaluating your present level of satisfaction. (Circle three and indicate order for each. 1 = Most important; 2 = second most important; 3 = third important.)

relationships with friends....................____01
relationships with family.....................____02
status at work................................____03
income level (financial security)..............____04
feelings of accomplishments at work............____05
feelings of accomplishments at school..........____06
love relationships............................____07
religious beliefs or activities................____08
participation in community affairs.............____09 (75-76
feeling in control of your life................____10 (77-78
relationships at work..........................____11 (79-80

C

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73. Which three (3) of the following do you feel are the most important aspects of a job? (Circle three and indicate order for each. 1 = Most important; 2 = second most important; 3 = third most important.)

security......................................____01
potential for rapid advancement................____02
high salary...................................____03
opportunity to be individualistic..............____04
relevance to society...........................____05
freedom to work at own pace....................____06
opportunity to work with hands.................____07
friendly co-workers............................____08
personal interest in work......................____09
opportunity to help other people...............____10
opportunity to be creative and original........____11
solid physical labor...........................____12
opportunity to work outdoors...................____13
stability of job...............................____14 (5-6)
social status..................................____15 (7-8)
other (circle & specify)________________________ ____16 (9-10)

74. Which of the following best describes what you see as the ideal relationship between your work, your spouse, and your children? (Circle one.)

I don't expect my career work to interfere with or influence my relationship with my family or my home life..............................1

I expect that it will be necessary for my family and my home life to be somewhat affected and to adapt to my career needs....................2

I expect that it will be necessary for my family and home life to accept the fact that my career will keep me busy and perhaps away from home...3

I expect that it will be necessary for my career to be somewhat affected and adapted to my home life...4

I do not expect to have a spouse or children.............................5 (11)

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75. For men only: Do you expect your wife to continue working after your marriage (should you decide to marry), before the birth of your children (should you decide to have children)? (Circle one.)

Yes, if she wants to.......1

Only if she has to..........2

No..........................3

I don't know................4

Do not expect to marry or have children...............5 (12)

After the birth of your children? (Circle one.)

Yes, if she wants to.......1

Only if she has to..........2

No..........................3

I don't know................4

Not applicable.............5 (13)

76. For women only: Do you expect to continue working after your marriage (should you decide to marry), before the birth of your children (should you decide to have children)? (Circle one.)

Yes, I want to..............1

Only if my husband doesn't mind........................2

Only if I have to...........3

No..........................4

I don't know................5

Do not expect to marry or have children...............6 (14)

After the birth of your children? (Circle one.)

Yes, I want to..............1

Only if my husband doesn't mind........................2

Only if I have to...........3

No..........................4

I don't know................5

Do not expect to marry or have children...............6 (15)

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77. Circle one in each row that best describes your opinion on each statement below.

SA = Strongly Agree
MA = Mildly Agree
MD = Mildly Disagree
SD = Strongly Disagree
IM = Irrelevant to me

		SA	MA	MD	SD	IM	
Row 1.	I would rather not take a job in business	1	2	3	4	5	(16)
Row 2.	There is no place for the rebel in large organizations	1	2	3	4	5	(17)
Row 3.	Few jobs let a person be creative	1	2	3	4	5	(18)
Row 4.	I would not work for an organization that carried out policies I think are wrong	1	2	3	4	5	(19)
Row 5.	My private life will not be sacrificed to make more money	1	2	3	4	5	(20)
Row 6.	I assume I will have a good income, I'm more concerned with finding a job where I will do relevant things	1	2	3	4	5	(21)
Row 7.	I'm worried that my job will be boring and monotonous	1	2	3	4	5	(22)
Row 8.	A job is a way of making a living, not a way of life	1	2	3	4	5	(23)
Row 9.	The kind of work I do matters more than whether I do it for government, business, a university or an independent organization	1	2	3	4	5	(24)
Row 10.	My career will be the most important thing in my life	1	2	3	4	5	(25)
Row 11.	I have a pretty good idea of what I want to do with my life, but I'm not sure there is any way for me to do it	1	2	3	4	5	(26)
Row 12.	Little useful guidance is provided for making career choices	1	2	3	4	5	(27)
Row 13.	Most people like to work	1	2	3	4	5	(28)
Row 14.	I like to work	1	2	3	4	5	(29)
Row 15.	Work is a good builder of character	1	2	3	4	5	(30)
Row 16.	Success in an occupation is mainly a matter of hard work	1	2	3	4	5	(31)
Row 17.	To be really successful in life, you must care about making money	1	2	3	4	5	(32)
Row 18.	To me work is nothing more than a way of making a living	1	2	3	4	5	(33)
Row 19.	The most important part of work to me is earning enough money to do what I want	1	2	3	4	5	(34)

continued

		SA	MA	MD	SD	IM	
Row 20.	Success in an occupation is mainly a matter of personal effort..................................	1	2	3	4	5	(3
Row 21.	In our society, anyone who is physically able and wants to find a job can find a job...........	1	2	3	4	5	(3
Row 22.	Hard work makes you a better person..............	1	2	3	4	5	(3
Row 23.	Success in an occupation is mainly a matter of how much you know.............................	1	2	3	4	5	(38

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78. With which of the following statements do you agree or disagree? (Circle one in each row. 1 = Agree and 2 = disagree.)

		Agree	Disagree	
Row 1.	In general, women and men have equal capabilities and therefore, should have equal opportunities for work...............	1	2	(39)
Row 2.	In general, women may be equal to men in some areas, but their thinking patterns are different from men, and they are therefore less efficient than men in some work...................	1	2	(40)
Row 3.	In general, women are more emotional than men, and this would interfere with their doing certain types of work.............	1	2	(41)
Row 4.	In general, the physical characteristics of women make them unqualified for some types of work which are generally available to men..	1	2	(42)
Row 5.	Women are not really "equal" to men; rather, they are different and should, therefore, have different kinds of jobs...	1	2	(43)
Row 6.	Women function best in the roles of wife and mother..........	1	2	(44)
Row 7.	A true woman is happiest at home with her children and her husband..	1	2	(45)

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79. Which of the following do you feel are most characteristic of yourself? (Circle one in each row.)

MLM = Most Like Me
SLM = Somewhat Like Me
SUM = Somewhat Unlike Me
NLM = Not Like Me

	MLM	SLM	SUM	NLM	
optimistic....................	1	2	3	4	(46)
cynical.......................	1	2	3	4	(47)
insecure......................	1	2	3	4	(48)
confident.....................	1	2	3	4	(49)
cautious......................	1	2	3	4	(50)
thoughtful....................	1	2	3	4	(51)
alienated.....................	1	2	3	4	(52)
very religious................	1	2	3	4	(53)
serious.......................	1	2	3	4	(54)
aggressive....................	1	2	3	4	(55)
intelligent...................	1	2	3	4	(56)
impulsive.....................	1	2	3	4	(57)
logical.......................	1	2	3	4	(58)
involved......................	1	2	3	4	(59)
hung-up.......................	1	2	3	4	(60)
uncommitted...................	1	2	3	4	(61)
loving........................	1	2	3	4	(62)
beautiful.....................	1	2	3	4	(63)
a leader......................	1	2	3	4	(64)
ambitious.....................	1	2	3	4	(65)
hardworking...................	1	2	3	4	(66)
idealistic....................	1	2	3	4	(67)
practical.....................	1	2	3	4	(68)
competitive...................	1	2	3	4	(69)
moral.........................	1	2	3	4	(70)
mature........................	1	2	3	4	(71)
hostile.......................	1	2	3	4	(72)

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80. Different factors may prevent individuals from attaining their desired goals in life. Listed below are two sets of such factors which we have called "External Factors" and "Personal Factors." Indicate in each of the sets those factors which you think might hinder the attainment of your life goals. (Rank in each set the three most important factors. 1 = Most important; 2 = second most important; 3 = third most important.) (CIRCLE AND RANK.)

Set 1
EXTERNAL FACTORS

War.........................____1
Racial conflict.............____2
Overpopulation..............____3
Violence....................____4
Moral values of our nation....____5
Pollution...................____6
Economic factors............____7
None of the above...........____8
(73) (74) (75)

Set 2
PERSONAL FACTORS

Lack of ability...............____01
Lack of training & education...____02
Lack of opportunity--not getting the right breaks in life.........................____03
Lack of clear or positive aims.____04
Personal problems.............____05
Family restrictions...........____06
My race.......................____07
My sex........................____08
My goals are too high.........____09 (76-77
My sexual preferences.........____10 (78-79
C
I don't feel that anything will keep me from having the kind of life I want..................____11 (5-6)

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81. Which set of the factors listed above ("External" and "Personal") do you feel would be most likely to prevent you from having the type of life you want? (Circle one.)

"External".................1
"Personal"..................2
Both "External" and "Personal".................3
Neither "External" nor "Personal".................4 (7)

82. Here are some things that different people may expect to attain in their lives. Which three (3) are most important to you? (Rank and circle the 3 in order of importance to you. 1 = Most important; 2 = second most; 3 = third most important.)

To be a good parent........................____01
To have plenty of time for leisure activities.............................____02
To do something which I consider useful...____03
To have a big family.....................____04
To be helpful to others..................____05
To have a close family relationship.......____06
To have good, close friends..............____07
To have enough money to live well.........____08
To be active in community organizations...____09
To attend concerts, plays and other artistic or cultural events..............____10
To have a nice, well-furnished home.......____11
To help my children develop as I think they should.............................____12
To live with others in a communal life style......................................____13
To have freedom from pressures to conform in my personal life..............____14
To live in a good neighborhood for my children to grow up in.................____15 (8-9)
To do something important................____16 (10-11)
To be able to travel.....................____17 (12-13)

I. If you could change any one thing about yourself, what one thing would you most want to change?

II. Is there any one thing in your college career you wish you had done differently, given your experiences of the past year?

CODE SHEET

BUSINESS AND ADMINISTRATION

1 Advertising, Public Relations
2 Accounting
3 Secretarial Science (or employed as a secretary)
4 Clerical Work, Office Work (other than secretarial)
5 Sales (Retail or Wholesale, Real Estate, Insurance, etc.)
6 Finance (Banking, Capital Management)
7 Marketing, Market Research
8 Purchasing (or employed as Purchasing agent, buyer, etc.)
9 Management, Business Administration (or employed as manager or management Trainee not covered by any other fields)
10 All other business and commercial fields (Personnel Work, Industrial Relations, Production, etc.)
11 Public Administration (or employed as Government Administrator if not covered by other fields)

ENGINEERING

12 Aeronautical
13 Civil (including Agricultural, Architectural, Civil, Sanitary)
14 Chemical (including Ceramic)
15 Electrical
16 Engineering Science, Engineering Physics, Engineering Mechanics
17 Industrial
18 Mechanical (including Naval Architecture & Marine, Welding, Textile)
19 Metallurgical
20 Mining (including Mining, Geological, Geophysical, Petroleum)
21 Engineering, General and other specialties

PHYSICAL SCIENCE

22 Astronomy, Astrophysics
23 Chemistry (excluding Biochemistry which is 67)
24 Physics (excluding Biophysics which is 69)
25 Geography
26 Geology, Geophysics, Geochemistry
27 Oceanography
28 Matallurgy
29 Meterology (Atmospheric sciences)
30 Physical Science, General and other specialties
31 Mathematics & Statistics (NOTE: Secondary school Mathematics teaching is classified under education)

EDUCATION (NOTE: Junior College, College and University Teaching should be coded by Field of Specialization, not as Education)

32 Elementary (including Kindergarten and nursery school

Secondary-Academic Subject Fields

33 English
34 Modern Foreign Languages
35 Latin, Greek
36 History, Social Studies
37 Natural Science (General, Physics, Chemistry, Biology, etc.)
38 Mathematics

Specialized Teaching Fields

39 Physical Education, Health, Recreation
40 Music Education
41 Art Education
42 Education of Exceptional Children (including Speech correction)
43 Agricultural Education
44 Home Economics Education
45 Business Education
46 Trade & Industrial Education (Vocational)
47 Industrial Arts Education (Non-Vocational)
48 Counseling and Guidance
49 Educational Psychology
50 Administration and Supervision
51 Education, General & other specialties

HEALTH PROFESSIONS

52 Denistry or Pre-Denistry
53 Medicine or Pre-Medicine
54 Nursing
55 Optometry
56 Pharmacy
57 Physical Therapy
58 Occupational Therapy
59 Veterinary Medicine or Pre-Veterinary
60 Medical Technology or Dental Hygiene
61 Other Health Fields
62 Nutrition

BIOLOGICAL SCIENCES

63 Ecology
64 Plant Physiology
65 Anatomy
66 Biology
67 Biochemistry
68 Botany and Related Plant Sciences
69 Biophysics
70 Entomology
71 Genetics
72 Microbiology (including Bacteriology, Mycology, Parasitology, Virology, etc.)
73 Pathology
74 Pharmacology
75 Physiology
76 Zoology
77 Other Biological Science Fields
78 Plant Pathology

AGRICULTURAL AND RELATED FIELDS

79 Agricultural Sciences (including Animal Husbandry, Agronomy, Farm Management, Horticulture, Soil Science, Soil Conservation, etc.)
80 Forestry, Fish and Wild Life Management
81 Veterinary Medicine
82 Farming (Code as occupation only, not as field of study)

PSYCHOLOGY (NOTE: Code Psychiatry as Medicine)

83 Clinical Psychology
84 Counseling and Guidance
85 Educational Psychology
86 Social Psychology
87 Industrial and Personnel Psychology
88 Experimental and General Psychology
89 Other Psychological Fields

SOCIAL SCIENCES

90 Anthropology, Archaeology
91 Economics
92 Geography
93 History
94 Area and Regional Studies
95 Political Science, Government, International Relations
96 Public Administration
97 Sociology
98 Social Work, Group Work
99 Social Science, General and Other

HUMANITIES

100 Fine and Applied Arts (Art, Music, Speech, Drama, Etc.)
101 English, Creative Writing
102 Classical Languages & Literature
103 History
104 Modern Foreign Languages and Literatures
105 Philosophy
106 Humanities, General and Other Fields

OTHER FIELDS AND OCCUPATIONS

107 Architecture, City Planning
108 Foreign Service (Code as occupation only, not field of study)
109 Home Economics (Code either as a fie of study or as an occupation if you mean working as a home economist for pay)
110 Housewife (Code as occupation only, as field of study)
111 Journalism, Radio-Television, Communications
112 Law, Pre-Law
113 Library Science, Archival Science
114 Social Work, Group Work
115 Theology, Religion (Employment as a Clergyman or a religious worker)
116 Computer Science

PLEASE PRINT

A. Your Name: ______________________________
last first middle

B. Your current address:

____
street address

____
city or town state zip code

C. Name and address of someone who will know where you are or could forward your $5 to you if you were not at the address listed above.

____
last name first middle

____
street address

____
city or town state zip code